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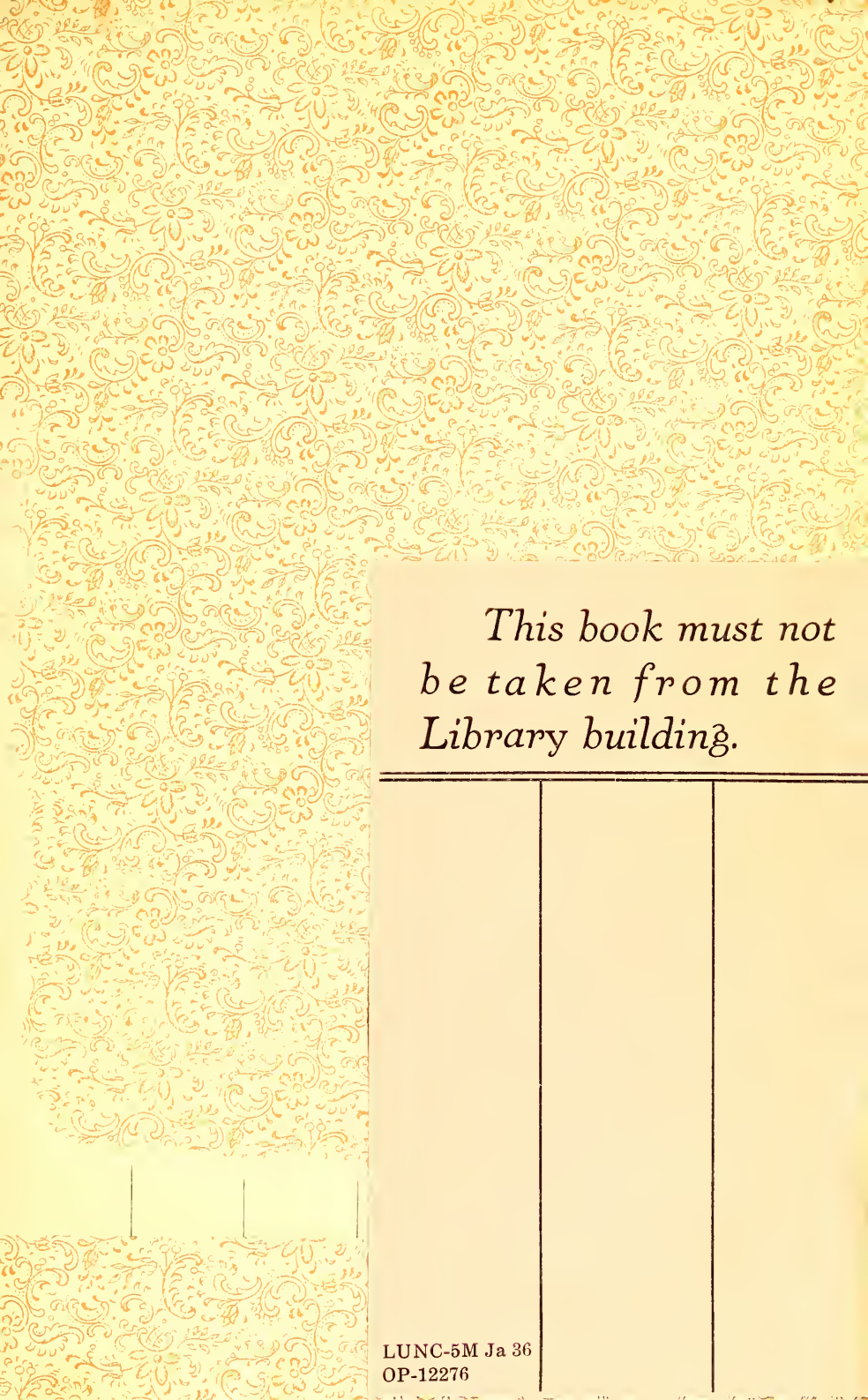
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# The North Carolina High School Bulletin

N. W. WALKER, Editor

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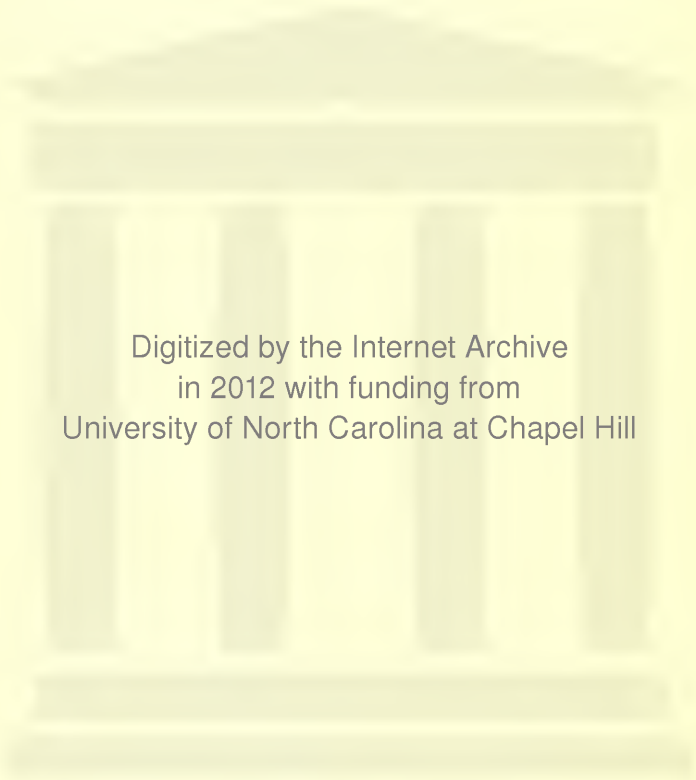
VOLUME II

1911

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CHAPEL HILL, N. C.



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# THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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VOL. II.

FIFTY CENTS A YEAR.

NO. 1.

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BOOK REVIEW.....	H. W. C.
THE UNIVERSITY SUMMER SCHOOL FOR TEACHERS.....	

*My plea, therefore, is that we shall go no further in planning our secondary education so as to consist of separate high schools with distinct functions; but that we may organize it so that it may consist of parallel and coördinate departments of one comprehensive institution — all with the same articulation to the earlier work, and so intimately related to each other that a constant exchange and interchange may take place among the pupils in the separate departments, in accordance with the various needs or tastes of each pupil as they appear. Otherwise the separate schools remind us of — they repeat in part — the social stratification of the schools of Europe, with its offensive, more or less arbitrary relegation of one pupil to one social class, and another to another, in advance of knowledge as to which class the pupil really belongs to.*— PAUL H. HANUS: *Educational Aims and Educational Values.*

JANUARY, 1911.

## GENERAL ANNOUNCEMENT.

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THE NORTH CAROLINA HIGH SCHOOL BULLETIN will be published quarterly by the University, and sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It will be devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.



# The North Carolina High School Bulletin.

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VOL. 2

FIFTY CENTS A YEAR.

NO. 1.

---

## ACCREDITED SCHOOLS.

N. W. WALKER

For unconditioned entrance into the Freshman class the University requires fourteen units, the subjects making up these fourteen units to be chosen in accordance with the requirements for entrance to the particular group of studies the student wishes to pursue after entering college. A unit means a definite amount of work satisfactorily completed in a reasonable period of time. (For a statement of the definite requirements for entrance to the several groups, and for a fuller explanation of the subjects accepted for entrance and their valuation in units, the reader is referred to the Annual Catalogue of the University.)

Schools that require for graduation fourteen or more units in the subjects which the University accepts for entrance are graded "A" in the following list; those completing twelve or more, but not as many as fourteen, are graded "B." Some of the schools graded "A" do not quite complete the definite requirements in one or two subjects for unconditioned entrance. For instance, several of the schools do not complete all of Solid Geometry nor quite all of the Latin required for certain courses. Students entering from such schools, although they may be able to present full fourteen units, are required to make good any deficiencies in the subjects they offer for entrance.

Graduates from Accredited Schools applying for entrance into the University may be admitted to the Freshman class without examination. On applying for admission the candidate must, however, present a certificate from the principal or the superintendent of the school from which he graduated showing the definite amount of work accomplished in the several branches. This certificate is made necessary

by the fact that the work in the several schools, and even in the same school, varies so much from year to year, both as to content and amount accomplished, that the committee on entrance certificates cannot be guided absolutely by the list of credits published from time to time in this *Bulletin* or in other publications.

No school has been included in the list below that does not have at least two teachers in its high school department and that does not require for graduation at least twelve units of work, the minimum amount the University accepts for entrance. No single course amounting to less than one-half unit has been counted. Science courses without laboratory work are not counted at full credit.

It is hardly necessary to add that there are many other good schools in the State, not included in the list below, that can and do prepare students well for college entrance; it must be said, however, that no school is included except upon request.

Schools desiring to be accredited should make application to the University through the Chairman of the Committee on Entrance Certificates. Upon receipt of the application, proper blanks will be forwarded to be filled out by the principal or superintendent of the school and returned to the University. As soon as practicable after the receipt of an application for accredited relations, the school applying will be visited by the Professor of Secondary Education. If its work is found to be organized on a sound basis, to be of thorough character, and otherwise satisfactory, accredited relations may be established, and the school enrolled among the University's list of Accredited Schools.

#### EXPLANATION OF CREDITS.

The credits in the list below are estimated upon the following basis: (1) The amount of work accomplished in the several subjects, and (2) The time allotment. As here quantitatively determined, our units are the same as those of

The Carnegie Foundation; that is, they are the same so far as the amount of work outlined in the several branches is concerned. The time allotment, however, differs in many cases. The time allotment required by the Foundation for a unit of work is five forty-five-minute recitation periods a week for a school year of nine months. In placing a valuation upon the work of our schools this requirement has been kept in mind, but it has not been held to with rigid exactness. Wherever good work has been found to be done, and the required amount of ground covered in a reasonable period of time, other things being equal, full credit has been given, even if mathematical exactness has in many cases had to be violated.



# SCHOOLS ACCREDITED BY THE UNIVERSITY OF NORTH CAROLINA — (JANUARY, 1911)

TABLE 1.—SUBJECTS AND CREDITS

NAME AND LOCATION OF SCHOOL	CLASS											
	English	Mathematics	History	Civics	Latin	Greek	German	French	Spanish	Drawing	Physics	Physical Geography
Appalachian Training School* (Boone, N.C.)	3	2.5	2.5	.5	3.3	.....	.....	.....	.....	.....	1	.5
Asheboro Graded School—H. S. Dept.....	3	2.5	2.5	.5	2.7	.....	.....	.....	.....	.....	.5	.5
Asheville City High School.....	3	2.7	3	.....	3.7	.....	2	2	.....	.....	1	.5
Baird's School (Charlotte, N. C.).....	3	2.5	2	.5	4	2	.....	.....	.....	.....	.5	.5
Bingham School (Asheville, N. C.).....	3	3	2.5	.5	4	3	2	2	2	1	.5	.5
Bingham School (Mebane,* N. C.).....	3	3	2.5	.5	3.7	.....	1.5	1.5	.....	.....	.5	.....
Butes Creek Academy (Butes Creek, N. C.)..	3	3	2	.5	4	1	.....	1	.....	.....	.5	.5
Burlington Graded School—H. S. Dept.....	3	3	3	.5	3.7	.....	.....	.....	.5	.....	.....	.5
Canton Graded School—H. S. Dept.....	3	2.5	2.5	.....	2.5	.....	.....	.....	.....	.....	.5	.5
Cary Public High School.....	3	2.5	2.5	.....	3.5	.....	.....	1	.....	.....	.5	.5
Chapel Hill Public High School.....	3	3	2	.5	3.5	.....	1.5	.....	.....	.....	.5	.5

Charlotte City High School.....	3	3	3	.5	4	2	1	1	1	1	1	.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	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\* Credits estimated on basis of former report.

# SCHOOLS ACCREDITED BY THE UNIVERSITY OF NORTH CAROLINA — (JANUARY, 1911)

## TABLE I.—SUBJECTS AND CREDITS

NAME OF SCHOOL	English	Mathematics	History	Civics	Latin	Greek	French	German	Spanish	Drawing	Physics	Physical Geography	Physiology	Botany	Zoology	Chemistry	Total Credits	Units Required For its diploma	Class
High Point Graded School—H. S. Dept.....	3	2.5 2.5	3	3	3	2				1		.5					14.5	12.5	B
Henderson Graded School—H. S. Dept.....	3	3	3	.5 3.5	2					1		.5		.5			17	14	A
Hendersonville Graded School—H. S. Dept...	3	2.5 2	.5 2.5	1							.5						12.5	12.5	B
Holly Springs Public High School.....	3	2.5 2	3				1				.5						12.5	12.5	B
Jamestown Public High School.....	3	2.5 3	2		2	1					.5		.5				13	12	B
Kinston City High School.....	3	2.5 3	.5 2.5		2.5			1.5				.5	.5				14.5	14.5	A
Laurinburg Graded School—H. S. Dept.....	3	2.5 3	3		3	1						.5					13	12	B
Lenoir Graded School—H. S. Dept.....	3	2.5 3	.5 3.7								.5			.5			14.2	14.2	A
Lexington Graded School—H. S. Dept.....	3	2.5 2	.5 2.7		1							.5					12.2	12.2	B
Lincolnton Graded School—H. S. Dept.....	3	2.5 3	3									.5					12	12	B



Lumberton Graded School—H. S. Dept.....	3	2.5 2		3.5	1			.5		12.5	12.5	B
Mars Hill College (Mars Hill, N. C.) .....	3	3.5 3	.5 4	2	1			.5		18.5	15.5	A
Mast Seminary (Mast, N. C.) .....	3	3	3	3.5				.5		13	13	B
Meredith Academy (Raleigh, N. C.) .....	3	2.5 2		3.7	1	1		.5	.5	15.2	14.2	A
Monroe Graded School—H. S. Dept.....	3	2.5 3	.5 4	1				.5		15	14	A
Morganton Graded School—H. S. Dept.....	3	2.5 2	.5 3.7	1.5		1		.5		14.7	14.7	A
Mt. Olive Graded School—H. S. Dept.....	3	2.5 2.5		3.5				.5		12.5	12.5	B
Mt. Pleasant Col. Institute (Mt.Pleasant N.C.)	3	3.5 3	.5 4	3	1			.5		19.5	15.5†	A
Murphy Graded School—H. S. Dept.....	3	2.5 2.5	.5 3.5		1			.5		14	13	B
Nebo Public High School (Nebo, N. C.) .....	3	2.5 2.5		3.7				.5		12.2	12.2	B
New Bern City Schools—H. S. Dept.....	3	2.5 2.5		3	1.5 1.5			.5		15	13.5	B
Oak Ridge Institute* (Oak Ridge, N. C.) ....	3	3	2.5	3.7 2	1	1		.5	.5	17.7	14.7	A
Pleasant Garden Public High School.....	3	2.5 2.5		3.5			1	.5		13	13	B
Plymouth Graded School—H. S. Dept.....	3	2.5 2.5		3	1			.5	.5	13.5	12.5	B

\* Credits estimated on basis of former report.

it would require considerably more than the 15.5 units indicated here. Only that work is here included which counts for college entrance. For its diploma

# SCHOOLS ACCREDITED BY THE UNIVERSITY OF NORTH CAROLINA — (JANUARY, 1911)

TABLE I.—SUBJECTS AND CREDITS

NAME OF SCHOOL	SUBJECTS										TOTAL CREDITS	Units Required for Graduation	Class						
	English	Mathematics	History	Civics	Latin	Greek	German	French	Spanish	Drawing				Physics	Physical Geography	Physiology	Botany	Zoology	Chemistry
Raleigh City High School.....	3	3	3	—	3.7	—	2	2	—	—	1	.5	—	.5	—	—	18.7	14.7	A
Reidsville Graded School—H. S. Dept.....	3	2.5	2	—	3.5	—	—	—	—	—	.5	.5	—	—	—	.5	12.5	12.5	B
Rich Square Public High School.....	3	3	2	.5	3.5	—	—	2	—	—	—	.5	—	—	—	—	14.5	12.5	B
Rocky Mount Graded School—H. S. Dept....	3	2.5	2.5	.5	3.7	—	—	1	—	—	.5	.5	—	—	—	—	14.7	13.7	B
Roxboro Graded School—H. S. Dept.....	3	2.5	3	—	3	—	—	1	—	—	—	.5	—	.5	—	—	13	12	B
Salemberg Academy (Salemberg, N. C.)....	3	2.5	2.5	—	3.5	—	—	—	—	—	—	.5	—	—	—	—	12	12	B
Salisbury City Graded Schools—H. S. Dept.	3	2.8	2.5	—	3.7	—	—	—	—	—	1	.5	—	—	—	1	14.5	14.5	A
Sanford Graded School—H. S. Dept.....	3	2.5	2.5	.5	3.7	—	—	—	—	—	.5	.5	—	—	—	—	13.2	13.2	B
Scotland Neck Graded School—H. S. Dept...	3	2.5	2.5	.5	3	—	—	—	—	—	—	.5	—	—	—	—	12	12	B
Shelby Graded School—H. S. Dept.....	3	2.5	2	.5	3	—	—	—	—	—	.5	.5	—	—	—	—	12	12	B
Southern Pines Public High School.....	3	3	2	—	4	—	2	—	—	—	.5	.5	—	—	—	—	15	14	A

Tarboro City High School.....	3	2.5	2.5	3.5	.....	.....	.....	.5	.....	.....	12.5	12.5	B
Tinsley Military Inst. (Winston-Salem, N. C.)	3	2.5	2.5	3.7	.....	1.5	.....	.5	.....	.5	14.7	13	B
Trinity Park School (Durham, N. C.).....	3	2.3	3	4	2	2	2	.....	.....	.5	19	15	A
Wadesboro Graded School—H. S. Dept.....	3	3	2	.5	3.7	.....	.....	.....	.....	.5	12.7	12.7	B
Warrenton High School (Warrenton, N. C.)	3	3	2.5	4	2	2	2	1	.5	.5	22	16	A
Warsaw Graded School—H. S. Dept.....	3	2.8	2	3.7	2	1.5	1.5	.....	.5	.....	17	13.5	B
Washington Graded School—H. S. Dept...	3	2.5	2.5	3	.....	.....	.....	.5	.5	.....	13.5	12	B
Waynesville Graded School—H. S. Dept.....	3	2.5	2.5	.5	3	.....	.....	.5	.5	.....	12.5	12.5	B
Weldon Graded School—H. S. Dept.....	3	2.3	2	3.7	.....	1.5	.....	.5	.5	.....	13.5	12	B
Whiteville Public High School.....	3	3	3	4	.....	1.5	1.5	.....	.5	.....	17	14	A
Whitsett Institute (Whitsett, N. C.).....	3	2.5	2.5	.5	4	1.5	1.5	.....	.5	.5	19.5	15	A
Wilmington City High School.....	3	3	3	3.5	.....	1	1	1	.5	.....	17	15	A
Winston City High School*.....	3	2.5	3	3.2	.....	.....	.....	.....	.5	.....	12.2	12.2†	B

\* Credits estimated on basis of former report.

† The course of study of the Winston City High School is this year undergoing revision. Hereafter at least 14 units will be required for graduation

SCHOOLS ACCREDITED BY THE UNIVERSITY OF NORTH CAROLINA — (JANUARY, 1911)  
TABLE II.—ORGANIZATION, TEACHING FORCE, EQUIPMENT, ETC.

NAME AND LOCATION OF SCHOOL	SUPERINTENDENT (s) PRINCIPAL (p)	ORGANIZATION				Number of Students From Latest Report	TEACHING FORCE**			EQUIPMENT	
		Based on Elementary Grades	Years in H. S. Course	Weeks in School Year	Minutes in Recitation Period		Number of Teachers	College Graduates	Others with College Training	Number Volumes in Library	Value Scien- tific Apparatus
Appalachian Training School* (Boone, N.C.)	B. B. Dougherty (s).....	7	4	40	45	.....	5	4	1	3000	\$100
Asheboro Graded School—H. S. Dept.....	O. V. Woosley (s).....	7	3	32	30	70	2	2	.....	500	.....
Asheville City High School.....	{ R. J. Tighe (s)..... } { R. V. Kennedy (p)..... }	7	4	40	40	270	9	8	.....	1391	500
Baird's School (Charlotte, N. C.).....	J. G. Baird (s).....	7	4	36	40-45	42	2	2	.....	.....	.....
Bingham School (Asheville, N. C.).....	Col. R. Bingham (s).....	7-8	4	36	45	150	9	7	2	2200	300
Bingham School (Mebane,* N. C.).....	Preston Lewis Gray (s).....	7	4	34	35	.....	5	3	2	1500	.....
Buies Creek Academy (Buies Creek, N. C.)..	Rev. J. A. Campbell (p).....	7	4	37	30	.....	4	3	1	1500	.....
Burlington Graded School—H. S. Dept.....	Geo. C. Singletary (s).....	7	4	36	30	118	3	1	2	250	.....
Canton Graded School—H. S. Dept.....	R. D. McDowell (s).....	7	4	36	40	95	4	2	2	.....	.....
Cary Public High School.....	M. B. Dry (p).....	7	4	36	30	94	4	4	.....	2412	150
Chapel Hill Public High School.....	W. H. Rhodes (p).....	7	4	36	30	36	3	2	1	500	.....

Charlotte City High School.....	{ Alexander Graham (s) .. } { H. P. Harding (p) .....	7	4	36	45	301	10	6	4	a	225
Clemmons School (Clemmons, N. C.) .....	James F. Brower (p) .....	6-7	4	36	30	.....	2	2	.....	.....	.....
Concord Graded School—H. S. Dept.....	A. S. Webb (s) .....	7	4	32	45	146	4	2	2	.....	.....
Dallas Public High School.....	M. S. Beam (p) .....	7	3	36	30	46	2	1	1	300	.....
Donaldson Military Schl* (Fayetteville, N. C.) .....	{ S. M. Reed and } { J. M. McFall, Principals. }	7	4	36	30	.....	2	2	.....	.....	.....
Durham City High School.....	{ W. D. Carmichael (s) ... } { E. J. Green (p) .....	6-8	4	40	45	464*	16	11	5	b	500
East Durham Public High School.....	H. C. Barbee (p) .....	6-7	4	36	30	67	2	2	.....	800	.....
Edenton Graded School—H. S. Dept.....	R. H. Bachman (s) .....	7	4	36	30-45	34	4	1	3	85	.....
Elizabeth City High School.....	{ S. L. Sheep (s) .....	7	4	36	45	192	5	3	2	80	100
Farminville Public High School.....	{ D. W. Simmons (p) .....	7	3	32	40	24	2	2	.....	250	25
Fayetteville Graded School*—H. S. Dept.....	H. H. McLean (p) .....	6-7	3	32	40	.....	4	2	2	.....	.....
Fremont High School.....	W. S. Snipes (s) .....	6	4	36	30	85	3	1	2	225	.....
Gastonia Graded School—H. S. Dept.....	M. T. Edgerton (s) .....	6	4	32	35	142	4	4	.....	260	.....
Goldensboro City High School.....	Joe S. Wray (s) .....	7	4	36	50	155*	6	3	.....	2250	.....
Greensboro City High School.....	{ Joseph E. Arent (s) .....	7	4	36	45	354	10	6	4	725	300
	{ E. E. Smith (p) .....										
	{ Dr. J. L. Mann (s) .....										
	{ Albert H. King (p) .....										

\* Facts taken from former report.

\*\* Teachers of Business Courses, Music, Art, etc., not counted. Only teachers of subjects embraced in Table I are here included.  
a School library consolidated with Carnegie Public Library. School has use of both.  
b School has use of Public Library.





Lincolnton Graded School—H. S. Dept.....	Barron P. Caldwell (s).....	7	4	32	45	76	4	3	1	568	.....
Lumberton Graded School—H. S. Dept.....	R. E. Sentelle (s).....	7	3	32	30	104	4	4	.....	.....	.....
Mars Hill College (Mars Hill, N. C.).....	R. L. Moore, President.....	8	4	38	40	.....	5	5	.....	900	.....
Mast Seminary (Mast, N. C.).....	Rev. T. E. P. Woods (p).....	6	6	32	30	21	3	1	2	268	.....
Meredith Academy (Raleigh, N. C.).....	Miss Lucy Dickinson (p).....	8	4	36	30-60	111	6	6	.....	c	250
Monroe Graded School—H. S. Dept.....	L. P. Wilson (s).....	7	4	36	45	103	5	5	.....	906	.....
Morganton Graded School—H. S. Dept.....	E. M. Hairfield (s).....	6-7	4	36	40	104	4	2	.....	260	80
Mt. Olive Graded School—H. S. Dept.....	C. R. Spencer (s).....	6	4	32	30-45	.....	3	1	2	100	25
Mt. Pleasant Col. Institute (Mt. Pleasant, N. C.).....	G. F. McAllister (p).....	.....	5	36	45	104	5	4	.....	4500	1500
Murphy Graded School—H. S. Dept.....	J. H. Harwood (s).....	7	4	40	40	39*	3	.....	3	168	.....
Nebo Public High School (Nebo, N. C.).....	G. H. Weaver (p).....	7	4	32	45	54	2	1	1	588	.....
New Bern City Schools—H. S. Dept.....	H. B. Craven (s).....	6½	3½	34	45	99	7	5	2	115	200
Oak Ridge Institute* (Oak Ridge, N. C.).....	J. A. & M. H. Holt, Principals	.....	3	36	.....	.....	5	3	2	2500	.....
Pleasant Garden Public High School.....	F. L. Foust (p).....	7	4	32	40	74	2	1	1	190	.....
Plymouth Graded School—H. S. Dept.....	C. J. Everett (s).....	7	4	32	30	31	2	2	.....	.....	.....
Raleigh City High School.....	{ F. M. Harper (s)..... Hugh Morson (p)..... }	7	4	36	45	248	9	7	2	.....	400

\* Facts taken from former report.

\*\* Teachers of Business Courses, Music, Art, etc., not counted. Only teachers of subjects embraced in Table I are here included.

c School has use of Meredith College Library—3,100 volumes.

SCHOOLS ACCREDITED BY THE UNIVERSITY OF NORTH CAROLINA — (JANUARY, 1911)  
TABLE II.—ORGANIZATION, TEACHING FORCE, EQUIPMENT, ETC.

NAME AND LOCATION OF SCHOOL	SUPERINTENDENT (s) PRINCIPAL (p)	ORGANIZATION				Number of Students From Latest Report	TEACHING FORCE**			EQUIPMENT	
		Based on Elementary Grades	Years in H. S. Course	Weeks in School Year	Minutes in Recitation Period		Number of Teachers	College Graduates	Others with College Training	Number Volumes in Library	Value Scien- tific Apparatus
Reidsville Graded School—H. S. Dept.....	S. G. Harden (s) .....	7	3	36	40	114	3	.....	3	2000	2200
Rich Square Public High School.....	E. C. Ruffin (p) .....	7	4	32	30-45	37	2	2	.....	300	.....
Rocky Mount Graded School—H. S. Dept....	{ Z. D. McWhorter (s)..... } { E. McK. Highsmith (p).... }	6	4	36	30	159	6	1	4	531	70
Roxboro Graded School—H. S. Dept.....	R. H. Burns (s) .....	6	4	32	40	93	4	3	1	500	.....
Salisbury Academy (Salisbury, N. C.).....	W. J. Jones (p) .....	.....	4	38	30	78	3	3	.....	.....	.....
Salisbury City Graded Schools—H. S. Dept.	{ A. T. Allen (s)..... } { N. V. Taylor (p)..... }	7	4	32	45	153	5	5	.....	2500	500
Sanford Graded School—H. S. Dept.....	R. W. Allen (s) .....	7	4	32	45	62	3	1	2	88	.....
Scotland Neck Graded School—H. S. Dept....	J. B. Aiken (s) .....	7	4	36	30-45	70	3	2	1	520	.....
Shelby Graded School—H. S. Dept.....	R. T. Howerton (s) .....	6	4	32	40	120	4	3	1	314	.....
Southern Pines Public High School.....	W. F. Allen (p) .....	7	4	36	30-45	17	2	2	.....	476	.....

Tarboro City High School.....	{ R. G. Kittrell (s)..... }	7	4	36	30	80	3	1	2	1500	.....
Tinsley Military Inst. (Winston-Salem, N. C.)	{ R. M. Davis (p)..... }	7	4	36	30-40	62	2	2	.....	.....	100
Trinity Park School (Durham, N. C.).....	J. W. Tinsley, Headmaster...	.....	4	36	45	160	6	6	.....	d	.....
Wadesboro Graded School—H. S. Dept.....	S. B. Underwood, Headmaster	8	3	32	30-40	54	3	1	2	600	.....
Warrenton High School (Warrenton, N. C.)	J. H. McIver (s).....	7	4	36	40	140	5	4	1	805	130
Warsaw Graded School—H. S. Dept.....	John Graham (p).....	7	4	32	30-40	61	2	1	1	200	.....
Washington Graded School—H. S. Dept.....	B. I. Tart (s).....	7	4	34	40	92	5	4	1	650	175
Waynesville Graded School—H. S. Dept.....	N. C. Newbold (s).....	7	4	36	30	126	4	3	1	1047	.....
Weldon Graded School—H. S. Dept.....	W. C. Allen (s).....	7	4	32	30	31	3	3	.....	675	.....
Whiteville Public High School.....	John D. Everett (s).....	7	4	36	30	74	3	3	.....	262	.....
Whitsett Institute (Whitsett, N. C.).....	W. R. Smithwick (p).....	8	4	36	30-45	225	8	2	4	2300	100
Wilmington City High School.....	Dr. W. T. Whitset, President	8	4	32	50	284	10	8	2	1025	100
Winston City High School.....	{ John J. Blair (s)..... } { Henan S. Shaw (p)..... } { R. H. Latham (s)..... } { L. Lea White (p)..... }	7	4	36	40	178	5	4	1	750e	.....

\*\* Teachers of Business Courses, Music, Art, etc., not counted. Only teachers of subjects embraced in Table I are here included.  
d School has use of Trinity College Library — 50,000 volumes.  
e School library of 150 volumes consolidated with Carnegie Public Library.

## THE ADOLESCENT IMAGINATION: ITS SIGNIFICANCE FOR EDUCATION.\*

H. W. CHASE

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This latter-day civilization of ours is apt to impress us so much with its work-a-day, practical side that most of us tend at times to locate the age of romance and imagination along with the age of fable — in the remote past. The problem of equipping the high school pupil with the plain every-day facts and the absolutely necessary intellectual training that he must have if our education is to fulfil its function of fitting him to know his way about in our complex life is so vast, so tremendous, that often we have but scant patience with our youth when they seem to us dreamers of dreams and seers of visions, rather than mentally alert students.

And, too, it is hardly good form nowadays to give vent and scope to the emotive life; we are inclined to look with a little suspicion on the man who confesses himself an enthusiast, a dreamer. The children of the creative imagination too often meet with but scant welcome in this practical age. We forget that, after all, it has been the imagination of man which has raised him from the level of the brute beast to the heights of civilization.

In science facts alone do not mean progress. It is only when facts are worked over, set in new relations by the imagination of a Newton or a Copernicus or a Darwin that progress comes. The history of the rearing of the temple of science is the history of the products of the imaginations of the men who toiled at its erection. In art, what are the masterpieces of the world, in stone, in marble, on canvas, in poetry and music and song, but the imagination embodied in phys-

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ical terms? In education it is to the dreams of our Platos and the visions of our Froebels — to men like Comenius, Rousseau, Spencer, that we turn for wide outlooks when we lose our way in the tangle of facts and theories which have grown up so thickly about us. One generation has scorned many a man as a dreamer whom the next hailed as a genius. Not through facts, but through the moulding of facts, through their analysis and their combination, part fitted to part until the structure becomes a perfect whole — through the work of imagination, in a word, does progress come.

And in the adolescent youth it is that we find the spring-time of the imagination. The child is imaginative, true; but his creations are fantastic, crude, and for the most part very specialized. It is with the dawn of adolescence that the imagination blossoms out. "The thoughts of youth are long, long thoughts." Your busy, active boy, your hoydenish girl, withdraw into themselves a little. They dream dreams of fame and fortune. They seek the holy grail with Galahad; they stand before audiences enraptured with their art; they lead desperate charges, perform incredible feats of strength and skill; they are heroes and heroines of romance. The whole world calls out to them with a new allure. Over all is a tinge of romance, everywhere is the appeal of the imagination. Never again will it be so strong; the time is coming all too soon when cold hard facts encroach on its territory, when the "light that never was on sea or land," dies and "fades into the light of common day." But for the time the world seems at the feet of the adolescent; his imagination plays with it all, encompasses it all and sees that it is good. Reason, that sees limitations and bounds, has not yet matured; imagination, that moulds facts to suit its own ends, that ignores in fancy the limitations of fact, is at the zenith of its power. The adolescent is not a reasonable being — he is an imaginative being.

Now what shall be our attitude toward the imagination of youth? Shall we ignore it? Such a course has a twofold danger.

It is wrong, in the first place, because that education is not a true education which neglects to develop any trait of the adolescent soul. More and more we are coming to see that we must adapt our curricula to the nature of the child himself. He ought to be at the center of our educational theories, by him they must stand or fall. Modern pedagogy recognizes that the instincts and interests of the child must not be suppressed; they must be guided. And if, instead of trying to guide imagination into its proper channels, we attempt to suppress it, we are destroying just so much of the life of youth; we run the risk of destroying the divine spark of originality in him that may lead him to attempt and do great things. Genius, you know, has been defined as prolonged adolescence; the genius and the adolescent are both distinguished by a rich and varied and novel imaginative life. It is not enough to try to train the youth by appeal to his intellect alone; we must make our appeal all-sided; we must leave no faculty untouched in our education.

Furthermore, it is a fundamental educational principle that each interest, each trait of mind, has one particular period when it may be appealed to most successfully. It is so in the animal world. If the animal has no opportunity to exercise his instincts, they die out; they must be appealed to at that period of life when they are strong if they are to come to full function. And so it is with the child. Here again we must adapt our education to the nature of the child and to his development. The appeal to interests which are not yet ripe will meet with no success; and the delayed appeal, too, is barren. That education is the best education which most nearly coincides in its appeal with the periods of the development of the interests of the child. So far as we can utilize ripe interests, our education succeeds; so far as we do not, there is always the greatest danger that the



child will get the husk without the kernel, the form and not the spirit. Now the interests of the adolescent center around these matters which make an imaginative appeal to him; adolescence is precisely the time when appeal to the imagination will bring the greatest rewards.

But there is another danger in neglect of the adolescent imagination. It is that imagination will be diverted into wrong channels. Imagination is such a potent factor in the adolescent, the need for exercising it is so imperative, that perhaps this danger is even greater than the danger that it may be destroyed. It almost seems that the world of fancy beckons the youth so resistlessly that his imagination must find some outlet. Deny it its proper outlet and it feeds on and devours the very soul itself. The youth who does not find in his environment stimulus to his imagination may twist his environment to fit his fancy. We are coming now to see that right here is a grave danger that may wreck the mind of youth and lead to future abnormalities, even serious nervous diseases and insanities. A German alienist has told recently at length how a poor servant girl, finding no outlet for her imagination in her bare and monotonous surroundings, began to take refuge in dreams of greatness and wealth and finally fancied herself a member of the royal family—her day dreams had led her to insanity. The foundation stone almost of modern Spiritualism, as we all know, was laid in the morbid imagination of adolescent girls; the Creery sisters, in England, and the Fox sisters, in this country. The persecutions for witchcraft in this country originated in the fancies of an adolescent girl. The children's crusade; the visions of Joan of Arc; the careers of youthful desperadoes, criminals, fanatics, even saints, all show us how diverse may be the products of the imagination when it is diverted from its normal channels. True, the world is the better for the visions of Joan of Arc, it is better for the story of the temptations of the adolescent St. Anthony, but such manifestations are none the less abnormal.

The period of adolescence is preëminently the period of the outbreak of nervous diseases. If we make the world too hard, too matter-of-fact, there is always danger that the mind, too insufficient to adjust itself to the rigor of its environment, will take refuge in morbid fancies to such an extent that it is unbalanced, perhaps permanently. Nervous diseases are "diseases of civilization;" their history is the history of the conflict between the mind and its environment. Medical literature is increasingly filled with just such cases, which form one of the saddest pages in the record of the failure to deal aright with youth.

Or, on the other hand, if the sense of reality is too strong for such a conclusion to be reached, the imagination may be distorted in other ways; it may feed on yellow journalism, deify heroes of the prize ring, applaud the exploits of dime novel swashbucklers, until a taste for the best things in life is lost, and the youth comes to manhood with an imagination that creates for him a world of evil thoughts, that sees in everything the base, the low, the sensational and the impure. We deplore the abuses of the sensational press, that sets class against class, people against people; did we ever seriously ask ourselves just how far our systems of education, with their neglect of appeal to the imagination of youth, are responsible for its existence? In that wonderful last book of Jane Addams, she paints for us a picture that ought to be constantly before the minds of all educators; a picture of the youth of the great city, wide-eyed with excitement, aglow with imaginative longings that crave and demand satisfaction, roaming the streets and finding nothing but the moving picture show and the cheap theatre. The world of fancy has hold upon them; who shall say that some day it shall not be reckoned bitterly against our civilization that it left the heart of its youth uncared for, its legitimate longings unsatisfied, our young men and maidens an easy prey to evil circumstance; precisely because we have allowed imagination

so potent a force for good, to feed on what it finds by the way until its growth is rank and poisonous.

It seems to me, then, that we ought frankly to recognize that the period of adolescence is par excellence the age of imagination, and that we ought so to shape our teaching as to utilize aright this immense force, which is so excellent a servant, but so tyrannical a master.

But how shall we, as educators, approach this problem of the imagination in our daily work? If I may be allowed a few suggestions, it seems to me that, first of all, the appeal to the imagination is not so much a matter of the subjects we teach as it is a matter of the point of view from which we teach them.

Let me illustrate by a brief consideration of one or two special subjects:

Take, in the first place, the teaching of English. Here, during the high school course, the youth is introduced to a vast treasure house of material which should make the most potent appeals to his imagination. We try to open up to him the best that has been thought and written by the masters of English. But, sad to relate, too often we fail in our appeal, and find that the youth turns away in disgust from the meal so temptingly spread before him, and turns to the cheap novel and sensational story. What is the matter?

I would like to venture the suggestion that perhaps we have tended to formalize too much the teaching of English literature. Have we not made it too much an intellectual matter, a matter of summaries, paragraph headings, logical schemata, bristling with Roman numerals and with sub-headings of A, B, and C's? Are we not too often satisfied if the youth can give us in summary the story of the book or the play, and give back to us the logical comments which we have made? In other words, we have exalted the memory at the expense of the imagination.

Pres. G. Stanley Hall, in his "Adolescence," quotes an article which reckons among the personages in Shakespeare's

plays "seventy-four interesting adolescents among the comedies, forty-six among the tragedies, and nineteen among the histories." Of Juliet we are told that she "had scarce turned fourteen." Portia, Rosalind, Orlando, Romeo, Ferdinand, Viola, are all adolescents. In "Hamlet," he holds that we have one of the most wonderful pictures ever painted of the storm and stress, the turmoil and indecision, of the period of adolescence. Here, in the plays of Shakespeare, there is, then, material wonderfully suited to arouse the interest of the adolescent. And yet how few of them really enjoy the plays of Shakespeare? How many would read them if left to themselves?

Here, as in other fields of literature, we too often approach the problem in the spirit of one who has been given a lot of dry bones to fit together. When it is finished, the result is logical, it is convincing, but after all, it is only a skeleton that we have; it is not a living human being. We have forgotten to clothe our skeleton with flesh and blood, and to breathe into it the breath of life.

We ought to try more to make the youth feel the springs of passion and impulse that move the characters of literature.

I would suggest that we might make the material more real and concrete by the use of pictures or prints of famous scenes in literature, or of the countries and places in which the action is carried on. Such prints, good enough for such uses, can now be obtained very cheaply. When we have the actual scenes or characters before our eyes, the study is made immensely more concrete and more appealing. And, too, we can make it more dramatic by having the pupils take the parts of which they are reading; either in a play or in some stories. Give each pupil a particular part, and have him speak the words of the character. Nothing so leads to comprehension of the motives and the characters of other people as to put ourselves in their places, to speak their words and perform their actions. See if the pupil does not by this method gain a clearer idea and a better imaginative

conception of the character which he represents, and through that of the whole work. No one who has seen the play "Macbeth" actually performed, for example, can forget the tremendous appeal of that awful scene when the murder of Duncan is about to be consummated; the murderers starting at every noise, the weakness of the one, the resolution of the other, the terrible human appeal of Lady Macbeth's cry: "Had he not resembled my father as he slept, I had done 't." Here are two people caught in a net of inescapable fate; do we try to make the pupil realize the psychology of the matter? Make him by every possible device put himself in the place of the people of whom he reads, feel and think with them; it seems to me that that is the secret of appeal to the imagination.

Now I admit that this is not an easy matter for the teacher; it is a matter that means work, and hard work. The teacher ought to be familiar with the story, thoroughly; more than that, the teacher must herself feel the appeal of the story. She must not be content with a familiarity with the book itself; she must be familiar with the period of which it treats, of the way that men thought and felt at that time; with the spirit of the time and the place in which the stories are laid. She must be able to give the story its proper setting, to make it live; she must throw herself into it as though the most important matter in the world was the fate of the characters who are under discussion. She must ask herself and her pupils: Why does this character do just this thing at just this time? In other words, we must treat the characters of literature as we would try to treat actual human beings; try to understand them, to rejoice in their joy and sorrow in their grief.

But I must pass on. To consider for a moment an entirely different sort of subject, let us turn to the teaching of science. Up to two years ago, when the last statistics on the matter were published, the number of pupils in our high schools who were taking science courses was constantly de-

creasing, the best sign of the world of decreasing interest. As the subject of science teaching is to be considered, I believe, from a little different standpoint, by another speaker, I will be very brief in what I have to say.

I believe that we are in danger of making our high school science too much a matter of mathematics, too quantitative and abstract. The world of science is a tremendously fascinating world. Here is a field suited to appeal to the imagination as few others are. Few, indeed, are the boys who are not interested in machinery, in how things work, who have not by themselves made contrivances which often require considerable ingenuity and show considerable scientific ability. Why not utilize this interest in the manufacture of simple apparatus by the pupils themselves. The modern applications of electricity, for example, to lighting and transportation are always interesting. The very Sunday newspapers are wiser than we. Several of them devote each week from two or three columns to a page to illustrations and directions for making electrical apparatus; apparatus for wireless telegraphy, for example. And boys carry on an eager correspondence with the editors of these columns, and report results in published letters. Then there is the field of aviation, in which every up-to-date boy is interested; a field illustrating all sorts of physical principles. And yet how little we utilize this mass of material. Things that move and go always appeal to the imagination of youth. The very fact that the world of science is a world of law and order, that throughout the whole universe effect follows cause, not now and then, but all the time, is a concept of immense imaginative appeal. The scientific world has a romance all its own; steam and the changes wrought by it; the transformation of a world by the use of electricity. There is as much romance, as much imaginative appeal about this scientific age, as about any age in the past. If you doubt it, read some of Kipling's stories, and see how the world of machinery can be interpreted by one who feels this spirit of



romance. Let us make our science less a thing of mathematical formulæ and more in touch with life and nature if we wish to make it a subject with an appeal to the imagination.

And so it is with history; we can make it less a matter of dates and unconnected events, and more the story of the struggles and the triumphs of peoples and individuals; here, as in literature, is a field of immense human interest, if we only treat it as such. Here, too, as elsewhere, biography appeals, for adolescence is an age of hero worship. And let us not unduly gloss over the faults and the mistakes of our heroes; nothing is more irritating to the mind of youth than a character which is too perfect, too good "for human nature's daily food."

In short, there is hardly any subject in our curriculum which cannot be so treated as to make it a matter of imaginative appeal, if only we recognize the need and set about it with that resolve. I have not dealt with special devices; such the teacher must find for himself; the matter of appeal to the imagination is too delicate a matter to be solved by rules and formulæ. I have merely tried to indicate to you the tremendous importance of the problem of the adolescent imagination, and to indicate a few general lines of approach.

I believe that there is at present in our education a very real and a very dangerous neglect of this factor of imagination, and I believe that if we are to bring our youth up to manhood and womanhood with full fruition and development of their powers, we must recognize this lack, and determine to correct it; for the need of imaginative expression in youth is so real that it must find an outlet. If education cannot give it proper outlets, then by all means let us change our system of education; for the spirit of youth we cannot change.

**CONCRETENESS IN THE HIGH SCHOOL SCIENCES.\***

WILLIAM C. RUEDIGER

Assistant Professor of Educational Psychology, The George  
Washington University

I have been impressed for a number of years with the large amount of space that is being given to the high school sciences, especially physics, by the educational journals. These journals appear to be giving a disproportionate amount of space to these sciences, but the most impressive feature of the case is that no one seems to be satisfied with the results that are being achieved in this field. Huxley and Spencer fought valiantly for the inclusion of the sciences in the curriculum and they led us to expect much from this inclusion, but now that they are included we cannot hide a feeling of disappointment.

The reason for this disappointment is at least twofold. Enthusiasts like Spencer have led us to expect too much from instruction in the sciences. They have given us the impression that in final analysis there is little except the sciences in this world and that if we would achieve a thoroughly practical and liberal education we must steep our schooling in science on every hand. The humanities in the form of art, literature, history, industry, and commerce, as content studies, were quite lost sight of and we were told that the most valuable part even in these subjects was their scientific framework.

That this position is extreme we can now see without difficulty. The humanities, quite independent of their scientific framework, will always form an essential ingredient of a liberal education, and this we must never forget.

But even when this allowance is made, we still have reason to be disappointed with the results of the teaching of the sciences. The majority of our high school graduates who have

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\* Paper presented before the Department of Secondary Education of the Southern Educational Association, Chattanooga, Tenn., Dec. 28, 1910.

spent a year in biology and another year in physics are but little more intelligent regarding the biological and physical phenomena in their environment than their classmates who have devoted all their time to language and history. The science students may, indeed, have a faint recollection of definitions and formulas, and of the manipulation of some rather meaningless apparatus in the laboratory, all of which are foreign to their classical brethren, but in the appreciation of the significance of these things in the life about them the science students too often have but an insignificant advantage.

That these statements are true would probably not be questioned by any one whose experience with science students is at all extensive, but I took it upon myself, nevertheless, to gather some informal data upon this point. I asked three of my classes, numbering in all about sixty-five separate students, to write out for me their recollections of the way in which they had been taught two of the high school sciences. To guide them I gave them the following outline:

1. Text-book and recitation work.
2. Lectures by the teacher.
3. Laboratory work and note-books.
4. Trips, excursions, and out-door work.

The papers that were written touched mainly the sciences of physics, chemistry, botany, and zoology, and while there is nothing startling or unexpected in them, a few extracts may, nevertheless, be worth reading. I have selected especially those aspects that relate to the matter of concreteness, and I have tried to make the selections fair by taking both positive and negative instances.

"The sciences that I studied in the High School were biology (botany and zoology) and physics.

"There was no outdoor work, but once a year the botany class would have an excursion to the mountains to gather specimens. The physics and zoology classes did not go on excursions."—*H. M.*

"In botany a text-book was used with occasional lectures. A recitation or a lecture came every day. No laboratory work was done. A notebook was kept with drawings of the dissected fruits and flowers. In the spring several excursions were made to the neighboring woods and forests. These proved unusually interesting."—*M. A.*

"In physics we used a textbook and had two recitations a week; also, one lecture of forty-five minutes.

"The laboratory work consisted of two periods per week of eighty minutes each. During this time a regular manual and laboratory notebook were used.

"During the year several excursions were made to the central station of the United Railway and Electric Company where observations were made and strict attention given to the generators, steam engines, traveling cranes, self-feeding machines, etc. Another interesting trip was taken to Steelton, just on the outside of the city. There we observed the building of the great Dewey, the floating drydock which was afterward carried around the world."—*G. M.*

I have wanted to give this paper particularly because it gives a hint of the manner in which I think physics should be taught. It is the only paper of the kind that I received.

"We used Gage's 'Physics' as a textbook and lessons were assigned and recited every day. Points not understood were explained by the teacher. Experiments, suggested by the book were performed in the laboratory, being afterward fully described in the notebooks, illustrated by drawings. We never had out door excursions."—*R. P.*

"In the course I had in biology we used a textbook and had two recitations a week from lessons assigned in it. Once a week the teacher gave a lecture upon which I always took notes. Laboratory work came twice a week and a carefully kept notebook was required. Excursions and outdoor work there were none."—*J. McM.*

"Most of the time in botany was spent in independent laboratory work, with possibly a little hazy assignment. It seems to me I spent the greater part of this time looking

through a microscope for things I either did not see or did not recognize.

"During the course we had several trips to the country in the fall and spring.

"The normal school course in botany was a sharp contrast to the high school course. There was practically no microscope work done and everything was handled in an elementary manner. Therefore, this course quite cleared up for me many misty points from the high school course."—*L. C. B.*

"In botany the memory of lectures, laboratory work, and the arduous writing up of notebooks in 'the best scientific manner,' looms up defiantly before me. We were taught to show by diagrammatic drawing exactly what we saw under the microscope.

"During the two years I remember but two trips for field work — one for the identification of mosses, and another for the collection of low forms of water plants. A feature that lingers vividly in my mind as incongruous was the classification of various slides of cross sections of trees when the majority of the pupils would not have been able to recognize these same trees in a park.

"The normal school course in botany began with field excursions and the gathering of material for the lesson. Then followed recourse to the various authorities previously assigned by the teacher. Lesson periods followed which were largely recitation periods, although the teacher frequently supplemented the work by comments and lectures. Laboratory work written up in notebook form ran side by side with the field and recitation work."—*J. D. F.*

"In physics we followed a textbook, I know, as I bought one, but I can not remember any regular assignments or recitations.

"There were certain periods when we were given lectures. These were very infrequent and often we were very far from sure what they were about, but our understanding being taken for granted, we let it go at that and asked no questions.

"Of laboratory work we did a great deal. Indeed, my most distinct recollection of that course are the innumerable experiments that we performed. Sometimes I understood the principle involved — more often not. I could usually per-

form the experiment, but I could not always draw the conclusion. In this I was very often assisted by the teacher, who obligingly told us what we were supposed to deduce.

"We kept elaborate, illustrated notebooks with accounts of our experiments and received marks on them. As my marks were rather high I suppose mine must have been satisfactory, but I am quite sure I had no idea of any practical application of anything I learned. We took no excursions and had no outdoor work of any kind."—*J. L.*

It is evident from these extracts that laboratory work, frequently of too formal a nature, is a common feature of high school work in science, but from reading the entire set of papers I received the impression that field trips, excursions, and outdoor work are decidedly uncommon. Most of the outdoor work was reported in connection with botany, only a little was reported in connection with zoology and physics, and none with chemistry. The botanical work in the normal school referred to stands out in delightful contrast.

From the reading of these papers it seems evident that most of the shortcomings of our science teaching in the high school may with justice be laid at the door of our high school teachers. These teachers have as yet not sufficiently availed themselves of the help they could get from the principles of education on the one hand, and from the principles of teaching on the other. They too frequently have either no clear conception of the results that should be obtained from the work in the high school sciences, or they have a wrong conception of these results; and the few who do by chance have the proper end in view do not always know how to achieve this end in an effective and consistent manner.

In other words, the greatest need of high school teachers of science, as well as of other subjects, is professional training, and until they have this training we shall get adequate results in only isolated cases. A knowledge of subject matter alone is notoriously insufficient.



But the high school teachers may say that they are helpless; that they must accommodate their teaching to the demands of the colleges.

The truth of this assertion is rapidly disappearing, but the extent to which it is true can be remedied only by giving professional training to college teachers. College teachers who know the aims and methods of modern education do not make unreasonable entrance requirements.

Educational theory has now been pointing out the fallacy of formal culture as the primary aim of education for more than a decade, but this has so far had only a slight effect on the majority of our high school teachers. Too many of these teachers are still directing their attention to the formal effect that education is assumed to have upon the mind rather than to the content of what is learned. So approached, instruction in the sciences cannot fail to prove disappointing. The mind is not an instrument that can be brought to a formal perfection of function; it cannot be viewed as a self-sufficient tool, but must be looked upon as the mediator between the organism and its environment.

In a large measure this mediation between the organism and its environment is done by instinct and habit, but as soon as we come to those problems that require conscious control, knowledge assumes a primary position. Educated mind is educated by virtue of having an insight into facts and their relations, which may be controlled on the basis of this insight. A mind formally trained will always be essentially an empty mind, and therefore an ineffective and unappreciative mind.

When this is once fully recognized and acted upon in the school-room, our science teaching will no longer be disappointing. But as things now stand, the sciences, together with the other content subjects, suffer the most, because the formal subjects, like mathematics and the languages, can be taught nearly, although not fully, as well from a formal as from a contentful standpoint.

From a contentful standpoint, instruction in the sciences should first of all make the student intelligent and appreciative in respect to those aspects of life that are touched by the sciences. Biological and physical phenomena are present on every hand, not only in their raw or natural forms, but also in applied forms, and it is these phenomena that the student should learn to understand, to appreciate, and in a measure to control.

But this understanding, appreciation, and control cannot be gained merely from textbook work, not even when this is combined with laboratory work. The student must be brought into direct and practical contact with biological and physical phenomena as they exist in the world about him. The person who has studied botany, for instance, should feel directly acquainted with the common flowers, grasses, weeds, shrubs, and trees in his environment, and his knowledge should be particularly thorough in respect to those plants that enter into the economic life of man. The fruits, grains, and vegetables that are raised in his neighborhood should be his intimate botanical friends.

This means, of course, that botany should be studied largely out of doors. The primary object of the work in the textbook, the class-room and the laboratory should be to prepare the student for his field trips and for the cultivation of his garden plot, which should always be an essential part of the course. This is what will make the work concrete, and consequently educative, and nothing else ever will.

The word "concrete" needs to be re-defined for the teacher. This word is by teachers commonly confused with the word "objective." Teachers imagine that when they have referred to objects, when they have shown objects, and especially when they have allowed their classes to handle objects, that their teaching has been concrete. But this may be quite wrong.

The word "concrete" usually does not have reference to objects, it is true, but this is really quite accidental. Some-

thing may be concrete without being objective at all. Love, friendship, sympathy, and anger are concrete for all of us. To the historian, events that have occurred centuries ago are concrete, and to the mathematician  $x$ ,  $y$ ,  $z$  and the  $n$ th power are concrete. It all depends upon the person you are dealing with. The concrete must be defined in reference to the mind rather than to objects. All those things, whether they are material or immaterial, are concrete for a person with which he has had meaningful experiences. They must, directly or indirectly, have touched his practical or theoretical needs and made an actual difference in his life. This makes the word "concrete" synonymous with the familiar, the practical, and the meaningful.

This definition of "concrete" makes it clear that the demands of this word are not fully satisfied by laboratory work. In fact, this work is often quite as abstract and formal as memoritor work from the textbook. It is but another pedagogical device set between the student and the content of life with which education should make him scientifically familiar. It is in the main a means to an end, just as the textbook is, and when this is lost sight of its real purpose is often defeated.

The textbook and much of the laboratory work should hold the same relation to science teaching that a guide book holds to travel. A guide book both prepares a person for what he is to see and interprets it to him. It supplements and largely takes the place of a personal guide, but it does not take the place of the sights of which it speaks. These must in the nature of the case remain the indispensable goal of travel.

In a similar manner the phenomena and applications of science must remain the goal of science teaching. It is with these things that we must begin and it is with these that we must end. The textbook and the laboratory, as well as the teacher, have their proper places in between. It is their function to effect the transition from natural phenomena conceived as disconnected, although interesting, to the

same phenomena resolved into a scientific system and therefore still more interesting.

In an ideal scheme I imagine that the teacher of physics would begin the subject by taking his class on a short tour of inspection through the city to visit workshops, factories, and power houses, in order to see the application of mechanics, heat, light, and electricity. At the next meeting of the class the instructor might have present on the lecture table a number of pieces of physical apparatus that had some "go" to them and that he would operate before the class. The members of the class would, of course, not understand the principles underlying all these appliances, and therefore the goal of the year's work would set itself, and it would be a goal full of meaning and promise. Who in that class would not look forward with keen anticipation to gaining a rational insight into the working of all these wonderful things?

But the preliminary trip taken with the class should only be an earnest of more trips to come. The study of every topic, whenever possible, should culminate in one or more trips of this kind, only the aim now should be to observe in a precise way how the various physical principles work and how they are applied. The actual steam engine should now be observed with care so that its operation would become clear, and the motor on the street car should be uncovered and the current traced through it from the trolley down to the rails.

It has been my experience in teaching high school physics that all classes of citizens are not only willing but pleased to coöperate with the teacher in bringing the applications of science to the attention and comprehension of students. Doors usually labeled "No Admittance" swing open for classes properly guided and with a serious purpose without difficulty, and the foreman and engineers regard it as a privilege to be of assistance. A physician with X-ray and other apparatus is usually no less courteous in giving demonstra-

tions, and by a manufacturer the visit of a class may be looked upon as an opportunity. Lack of coöperation outside of school in science teaching can seldom, if ever, be pleaded by the teacher, and even small cities contain many places worth visiting. It is refreshing to see what a new and interesting place a printing office is to a high school class. In botany and zoology but little coöperation is needed, for the data of these sciences are free for every one out of doors.

The teaching of a science in this vital way takes time and effort on the part of both teacher and pupils, but the motive that it puts back of the work makes it possible to cover more, rather than less ground. A student who knows that he is going to have actual things of life interpreted to him through his study, and that he is going to have them interpreted immediately under the guidance of the teacher, is not likely to dwaddle over his textbook and laboratory exercises, but is more likely to master them immediately and with enthusiasm. He needs the knowledge he will gain on the very next trip and he needs it in a way that will yield him direct satisfaction.

The laboratory work in a course of physics taught in this vital manner, it is evident, should hold a close relation to the work that is being done in the textbook. But this is not always the case. In many places the laboratory work forms a course quite independent from that based on the textbook, being guided by its own manual and exercises. Many of these exercises look very much like busy work that was invented to keep students occupied. They may be all right from the standpoint of the accomplished scientist, but for the high school student they are too remote from his present needs. They appear to him merely as tasks that have to be ground through.

The primary function of laboratory work in the high school, as well as in other sciences, should be to bring the work one step nearer the concrete than is done by the textbook. The members of the class should verify and apply the

principles that are being studied in class and they should not be asked to do this in too precise a fashion. The quantitative aspect of science, while properly placed foremost in the college, should hold a distinctively secondary place in the high school. Here the qualitative aspects belong foremost. The high school student needs an abundance of experience with the phenomena and applications of science, and only after he has these can he be expected to show an interest in precise investigations and the mathematical framework. These things have no meaning for the beginner and belong to the advanced scholar and specialist. We have, however, been trying to begin with them, and as a result our students are not interested and often positively dislike the work.

Let the high school teacher, therefore, make his work concrete; let him go to the trouble of making the phenomena and applications of science as these are actually going on out in the world an integral part of his class work. Let him make these phenomena and applications his highest objective point, and let him introduce his classes directly to them. Then his work will not only become interesting, but in the highest degree educative.



## THE PUBLIC HIGH SCHOOL AND THE LITERARY SOCIETY.

E. McK. HIGHSMITH

Principal Rocky Mount City High School

We have come to think of the school as the means of putting the coming citizen into adjustment with his environment, of unfolding to him the possibilities of life, and of calling into activity all that is best in his nature. Believing this, we have all agreed that the public high school — peculiarly the school of the people — is a vital institution in our modern life. And in making this the basis of our belief in the public high school we have committed ourselves to the idea that the life of the school must grow out of our vital social needs and appeal to the interest of its pupils. The end of such a school must be this: growth on the part of the pupils. And after all this is what life in its final analysis comes to — growth. To grow is to live; to live, in the highest sense, is to grow. Then, must we not agree that whatever can be brought into the life of the school with the result of increasing its efficiency in bringing about this growth and development deserves careful consideration by thoughtful schoolmen?

There is a healthy growing belief that in accordance with this idea of the work of the public high school we must have in these schools active literary societies. And our private schools carried this idea into practice years ago. What then are the grounds for this growing sentiment? Why do we believe in the High School Literary Society? We believe in it as a means of getting hold of the interest of the pupils, as a means of developing a healthy *esprit de corps*, as a means of self-expression on the part of the pupils, and as a means of preparing for active, everyday life.

First of all, it serves to get hold of the interest of the pupils. For, since membership is optional, the society comes into being, and lives, as the direct result of interest. The

boys have their society; the girls, theirs. The active membership is limited to *bona fide* pupils of the school. The teacher helps and suggests in the work of each, to the proper extent. The opportunity always comes. Start this thing off by tactful suggestion, and you find yourself being asked to help organize a society. And when it once "gets going," it grows — if we give it a fair chance and proper support. And every member of this society feels, from that time on, a keener and more vital interest in the school, and, incidentally, in his school work. Here he sees something that he can call his own — something that he determines by his own efforts. Here he feels at home.

And this interest grows, and there comes on apace with this growth a growing sense of school unity. Here, as on the playground, grade distinctions vanish, and social distinctions — if unfortunately there are any in the school — are lost. Here, merit is the only standard. Here, then, the pupil finds the best that is in him called into active realization. Immediately the school becomes vital in his life, and the sure seeds of school patriotism spring up and bear fruit.

We are providing for the athletic interest of our high school students, in encouraging athletic sports and contests. We are providing for their business interest, in our courses of study. But their literary interest we leave untouched, unnoticed, unused, except for study of formal grammar and the more or less formal study of the English classics. I submit that this literary interest that is today making sales for dime novels and cheap detective stories, and thus leading many a boy and girl into foolish sentimentality and recklessness deserves some consideration, and is capable of great use. And right here comes in the work of the literary society, which offers possibilities of development and growth, through the exercise of literary interest. Provide this society with contests against other schools' literary societies, and you intensify these possibilities. Does this point need further discussion? "By their fruits ye shall know them."

See these societies that are already at work, and know that they are but outlines of what we may do if we will—what we must do, or make place for others to do.

The question of the society's preparing for active, everyday life has been discussed already, if we get the full significance of what has been but barely outlined in this brief paper. Granted what has been said, this last and best work of the High School Literary Society follows inevitably.

Honestly, are not these things worth while?

## A FORWARD STEP IN WAYNE COUNTY.

Many county superintendents and public high school principals have been puzzled not a little to know how best to handle the problem of admitting pupils to the public high schools. If the elementary schools were at all nearly uniform in efficiency, the problem would practically solve itself. But such is not the case, nor is it likely soon to be so. Elementary schools, even in the same county, may vary so much in curriculum, in organization, in length of term, in the proficiency of teachers, and otherwise, that there can be no uniformity in work accomplished or in ends attained. This is a matter that concerns vitally the very integrity of the public high schools, and of the elementary schools as well.

A circular issued in the fall by Superintendent E. T. Atkinson, of Wayne county, sets forth the plan adopted in Wayne. It is herewith reproduced in full in the hope that it may offer a fruitful suggestion to other county superintendents and school officials.—EDITOR.

### GRADUATION FROM WAYNE COUNTY ELEMENTARY SCHOOLS.

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A GREAT COUNTY COMMENCEMENT TO BE HELD NEXT SPRING\*

Let every Seventh Grade pupil in every school get ready and try to graduate.

The following must be completed in order to graduate from the elementary schools, and be passed by a grade of 70 or better:

*Arithmetic*—Colaw and Ellwood's Advanced Arithmetic to page 370, omitting reviews and supplementary exercises.

*Spelling*—Foust and Griffin's Speller (complete).

*Geography*—Maury's Complete.

*History*—Hansell's Higher United States History.

*Civics*—Peele's Civil Government.

*Physiology*—Culler's Physiology, Book Two.

*English*—Buehler's Modern English Grammar to p. 108.

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\* That is, the spring of 1911. This circular was distributed early in the fall, about the time the public schools opened.

*Agriculture*—Hill, Burkett & Stevens' *Agriculture for Beginners* (complete).

*Reading*—The candidate is required to read four of the eight following books (most of which are found in the several libraries, and all of which ought to be read): Longfellow's *Hiawatha*, Francillon's *Gods and Heroes*, Hawthorne's *Great Stone Face*, Brown's *In the Days of Giants*, Irving's *Rip Van Winkle*, Warren's *Stories from English History*, Guerber's *Story of the Greeks*, Guerber's *Story of the Romans*. The candidate's written statement upon his honor that he has read four or more of the above-named books, naming the books in his statement, will be accepted in lieu of an examination.

Every Seventh Grade pupil in the Wayne County Public Schools under the supervision of the County superintendent is eligible to candidacy for the diploma of graduation. It is not necessary for these pupils to be enrolled in a regular high school to be eligible. It includes the Seventh Grade of all the Wayne County schools, other than Fremont, Goldsboro, and Mount Olive.

The plans now are to have a great county commencement some time in the spring; the exact date will be announced later. Let every boy and girl who possibly can complete the course outlined above, do so; then he or she will be entitled to receive at this county commencement a diploma of graduation from the elementary schools. This diploma will entitle such boys and girls to go to any high school in North Carolina and enter the Eighth Grade (or First Class) without examination.

This great county commencement will bring together people from the whole county. One or more prominent speakers of State or National reputation will deliver the commencement addresses. The diplomas will be presented by one of them.

#### PREREQUISITES.

To be eligible to the examination for the diploma the candidates must have previously completed in school: Hill's *North Carolina History* and intermediate books in English, like Smith's *Our Language* (Book Two), or Hyde's *Second Book in English*. In case these two intermediate studies have not been previously completed in school, the candidate may, if he desires, take examination on them.

## BOOK REVIEW.

H. W. C.

HORNE, HERMAN HARRELL. *Idealism in Education, or First Principles in the Making of Men and Women*. New York, Macmillan, 1910, 177 pp.

It is significant of the present day broadening of our educational views that such a book should be written by a man actively engaged in educational work. As the sub-title of the book indicates, the author regards education as not merely the storing of the mind with more or less useful knowledge, but as the process by which the child shall be fashioned into the best possible man or woman.

Man-making, he tells us, is the occupation of the ages. Man is the final result of the whole process of evolution. Now the forces which go to the making of a man are three: heredity, environment, and will.

Through heredity, like begets like, as well in the human world as in the world of plants and animals. Through heredity, the individual comes into the world with certain unchangeable capacities; there is no such thing as equal birth. These capacities education cannot change—it can only develop. The first principle, then, in the making of men and women is to see that they are as well-born as possible; to reduce the multiplication of the unfit and increase the multiplication of the fit. For those physically or mentally unfit to marry and beget children should be regarded as a crime.

But we must not abuse the law of heredity by supposing that it determines altogether what a man shall become. To have capacities alone is not enough; there must be opportunity for their development. Such opportunity comes through environment. It is the second function of education to furnish the best possible environment, to “put into the environment what you want in the man.”

Heredity and environment alone do not suffice to explain the individual. History shows a slowly growing recognition of the importance of the will of the individual as contributing to his destiny. It is through will that we develop or neglect the capacities bestowed by heredity, that we use or abuse the opportunities of environment. The third function of education, then, is to train the will.



Finally, philosophically regarded, we must think of heredity, environment and will as the forms through which the Conscious Will, whom we call God, works in bringing to fruition his plans of progress.

The book is not a technical monograph, it is a most readable discussion of the most vital of all questions for the educator. The section on heredity is particularly noteworthy, both in view of its intrinsic excellence and because of the fact that it is significant of the revolution in popular thought on this question in the last few years. The book as a whole is one of the few recent books well worth the reading even of the busy teacher.

## THE UNIVERSITY SUMMER SCHOOL FOR TEACHERS.

JUNE 5 — JULY 15, 1911.

The University Summer School for Teachers will open on Monday, June 5th, and continue in session for a term of six weeks, closing on Saturday, July 15th.

The Faculty will comprise representatives from the University of North Carolina, the North Carolina College of Agriculture and Mechanic Arts, the State Normal and Industrial College, Davidson College, and other institutions.

Courses will be offered in Primary School Methods, Secondary Education, Educational Psychology, School Administration, English Composition and Literature, History, Physics, Latin, French, German, Drawing, and Library Administration.

No tuition fees charged teachers of the State or those preparing to become teachers. A nominal registration fee of three dollars admits to all courses. The University Library and Laboratories open to students of the Summer School without additional cost. Board and other necessary expenses moderate.

The earnest teacher or student who wishes to spend a part of the summer in quiet, intensive study, under competent instructors, will find here excellent opportunity.

A bulletin containing detailed information as to courses of study, instructors, expenses, etc., will be ready early in March. This will be sent, upon application, to anyone interested.

For further information, address

N. W. WALKER,  
Director of the Summer School,  
Chapel Hill, N. C.





# THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

Published Quarterly, in January, April, July, and October,  
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NO. 2.

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*In the interest, however, of both the individual and of the common  
weal, our educational expansion must be guided by three principles.*

*First, no technical school must be so narrow in aim and scope as to  
cheat the pupil out of his heritage of race culture as embodied in  
language and the institutional achievements of his people.*

*Second, no cultural high school must be allowed to become so nar-  
row in aim and scope as to deprive its pupils of the opportunity of  
acquiring the economic sense and of finding themselves and their  
fellow-men by many-sided doing, related directly at one point or an-  
other to the business, or the agriculture, or the industries of the na-  
tion.*

*Third, other things being equal, the surest guarantee of living to-  
gether in the bonds of peace and of advancing together on the road  
of national destiny is the co-education of all sorts and conditions of  
young people, and the longer they can be kept together the better for  
them and the general welfare when their turn comes to constitute the  
people, the State.—Aleris F. Lange:., Self-Directed High School De-  
velopment.*

APRIL, 1911.

## GENERAL ANNOUNCEMENT.

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THE NORTH CAROLINA HIGH SCHOOL BULLETIN will be published quarterly by the University, and sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It will be devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.



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ALLEN J. BARWICK

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H. W. CHASE

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While the process of education itself is far older than civilization, it has come about through a variety of causes that the science of education, in any strict sense of the term, is one of the newest sciences.

For any department of knowledge to be ranked as a science, it is essential that there be in the possession of workers in the field in question a body of facts, usable and verifiable by all investigators. In physics and chemistry we have such a body of facts, classified into laws and admitted by all. No worker doubts the facts, however much men may differ as to their ultimate interpretations.

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The very complexity of the material with which education deals—the human mind and body in their processes of growth and development and adjustment—has tended to retard any formulation of the underlying principles on which the science of education must base. The fact that education itself is so old an activity, that the rule of “common sense” has been so long supreme in determining its methods and processes, has tended to blind the eyes of the active workers in the field to the need of a more exact science, and has hindered progress.

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But perhaps the most potent influence which has caused a late development in the science of education has been the fact that here, more than is usually the case, we have a science which is dependent for its facts on the progress made by a group of allied sciences. For the facts with which the science of education is beginning to work have come from the most varied sources. Biology has given us a new conception of the place of the child in nature, and has given the key to many riddles of the child's mind and body. Physiology has given us the beginnings of a view of the development of the nervous system and of its functions in the individual and the race which is of fundamental significance for the educator. Physiological studies of bodily growth and changes, of fatigue, improper nourishment, and the like, all have their place in the new science. Sociology has shown us means of dealing with the phenomena of the group. The progress of medical science is throwing new light on the diseases and abnormalities of childhood.

But it is, of course, from psychology that the greatest contributions have come. It is interesting that psychologists themselves were until recently rather skeptical as to the service which their science could do for education. So eminent an authority as Prof. Münsterberg, writing a decade or so ago, felt in duty bound to discourage teachers from expecting too much from his science. It is significant of the change of attitude in this respect all along the line that only year before last there appeared a "Psychology for Teachers," by the same author, in which he shows not only how psychology can, but how it has, aided education.

Psychology cannot, of course, as he points out, tell us anything definite of the aims which education ought to strive to attain, further than that such aims must be in accordance with the nature of the child to be educated; but it can tell us much of the ways to follow in reaching these aims, once they have been determined. This new science of educational methods as based on psychology the Germans have christened



the science of "didactics." It takes from psychology its point of departure and its modes of experimentation, and, like experimental psychology, it strives to arrive at its facts not by grouping of individual opinions, but by actual laboratory experimentation, in which the child himself is brought into the laboratory and subjected to tests and experiments which may permit of repetition and verification by any observer. It differs from psychology in that with the psychologist the interest in the results is focused on the light which they throw on the nature of the mental processes involved, while in the educational experiment there is also the question: In what way may the mental processes be best utilized and modified for educational results?

For example, the psychologist tells us that when material is once learned, a considerable amount is forgotten during the first hour, less during the hour following, still less in proportion during the hours and days which follow, so that while at the end of an hour half of what was learned might have been forgotten, at the end of months or perhaps years, fragments of the other half would still be capable of recall. The educator, knowing so much from psychology, is not satisfied, but takes up the experiment, and asks: But how shall the child learn in the first place so that he may learn with the least expenditure of energy and so that he may retain the longest? Are quicker results and greater permanence obtained by reading through a selection from end to end until it is learned, by reading a line or two over and over and then another line, and so on, or by combination of the two methods? Both experiments are conducted under strictly laboratory conditions; but the first gives us an interesting psychological fact stated in exact terms, while the latter adds to that a result which is of direct educational value.

And so there has grown up an "experimental didactic" or, to use the broader term, an "experimental pedagogy," which is striving from the side of psychology to formulate the laws



of the child's mental life, and their significance for education. From the laboratories of Meumann, Lay, Stern, Binet, and others in Europe, and from a few points in our own country — Judd at the University of Chicago, Witmer's work with the abnormal child at the University of Pennsylvania, and from the newly established departments at Clark University — from these laboratories are appearing results of experiments which are forming the nucleus of a new experimental science of didactics. Of course, the work is only in its infancy, and its results, like those of most young sciences, are sometimes hardly more than mere exact formulations of what was already known in a general way. But much has been accomplished of actual value, and the future is bright with promise.

From a little different point of view, the science of education is beginning to reap the benefit of a series of investigations which have been made in the child not in the laboratory, under conditions which must be always more or less artificial, but in his native lair; at his play and his work, when he does not know that he is being at all the subject of an experiment. Individual children have been studied day by day from birth for the first few years of life, until the problem became too complex, and many children have been studied in groups with regard to some special point which was to be investigated. From this has come a better knowledge of the child's mind as it works under natural conditions, as from the laboratory experiments have come stores of facts of the workings of his mind when expressed in simplest terms. The fact that the child's mental processes are not so much on a smaller scale as they are utterly different in many ways from those of the adult stands out more clearly than ever before; the importance of the changes of adolescence has been recognized; in outline are beginning to be traced the development of some of the powers and functions of the individual from birth up to maturity.

From all these points of view, then, there is coming

together a nucleus of facts which are giving us for the first time a true science of education. Exact knowledge of the mental makeup of the child and of the ways in which he may best be trained is in its beginnings, but the roads have been broken, and the rest is a matter of time and diligence. The aims of education — these are for society to lay down — but the method of reaching those aims — that is a matter for the science of education.

## THE ACADEMIC TRAINING OF OUR HIGH SCHOOL TEACHERS

N. W. WALKER

During the past few years the states of the South have entered upon a new era of educational progress. Most of them have enacted laws that look to increasing and improving secondary school facilities, and many have adopted the policy of rendering state aid to public high schools in order to stimulate their growth and to increase their efficiency. The progress already made in high school development is indeed encouraging, and it is but prophetic of much greater progress to be made in the near future. The people of the South, and of our own state in particular, are beginning to look to the public high school hopefully and expectantly.

This new era of high school development that we are entering upon has been made possible by the continued advancement of the cause of popular education, and the increasing agitation for more high schools and better high schools has come about through the more general recognition and appreciation of the fact that the high school period represents, from an educational point of view, a tremendously significant period in the pupil's life and training. Now with all this increased agitation for better high school facilities, this enlarged faith in the value of education, and the manifestation of a greater willingness to support schools, and with the multiplication of ends set up both by society and by the schoolmaster to be attained by the high school, it is time, I think, for us to begin to pay more attention to the preparation of the high school teacher. In all our discussions and deliberations let us not exalt too highly the means and ignore the agency by which these ends are to be reached. We hear so much about Carnegie units, courses of study, text-books, the educational value of certain high school studies, and so little

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\* Paper presented before the North Carolina Association of City Public School Superintendents and Principals, Raleigh, N. C., January 28, 1911.

about the preparation of the teacher. Important as all these things are — and I do not wish to underestimate their importance — the fact remains that the worth of the school depends more upon the efficiency of the teacher than upon all other factors combined, and this applies with especial force to the high school and the high school teacher.

The text-book is important, for it is one of the tools with which the teacher works, and a good tool enables a good workman to do more work and better work; but it is after all only a tool, and, however good it may be, if you put it into the hands of the unskilled workman, he can still do but a poor job. And, too, different high school studies have, by the very nature of their content, different educational values, disciplinary, cultural, and utilitarian, and these values so far as they can be known, should always be recognized both by the curriculum maker and by the teacher; but the mere recognition of them is not sufficient. It requires a skillful teacher to bring these values out and to make them function properly in the education of youth, so as to enable the one being educated to secure a maximal return on the capital he invests. And, again, the course of study is important, very important indeed. It represents a conscious effort to select and to organize the materials of education so as to attain some definite end with greatest economy of time and energy on the part of both teacher and pupil. "As the teacher, so is the school," is a trite saying, but in its last analysis it is profoundly true. We want the high school teacher to be bigger than the course of study, bigger than the text-book, and master of both.

So far I have tried to make clear that if our high schools fall short of their opportunities, they will do so because of the class of teachers brought into them; and if they succeed beyond our expectations, it will be for the same cause. Of this we may be very sure.

In the following table I am presenting the results of a partial investigation of the academic preparation of the teachers in our public high schools, city and rural. The facts here presented were furnished to the State Department of Public Instruction by the superintendents and principals in a special report sent out from that department during the school year 1909-10. The blanks sent out called for a great deal of specific information desired by the department at that time. The academic preparation of the teaching force was only one of the many headings. It would have been enlightening if the

teaching experience and professional preparation of this body of high school teachers could have been given also; but information on these points was not called for in this particular report. Requests for the special information mentioned above were all sent to the high schools of the state maintained at public expense. Replies were received from 62 city and town high schools, and 141 rural high schools, making a total of 203 schools reporting. In these schools were 454 teachers, 236 male, 218 female. Of this number 336 were college graduates, and 118 others had received from one to four years of college training. We shall probably be surprised at the large number of institutions from which these teachers come. They represent 94 institutions.

## SUMMARY OF TABLE.

Schools reporting .....	203
City and town .....	62
Rural .....	141
Number of high school teachers .....	454
Male .....	236
Female .....	218
Degrees held, 355 (deduct 19 counted twice) .....	336
A. B. ....	197
Ph. B. ....	12
B. S. ....	12
B. L. ....	4
Pd. B. ....	1
B. E. ....	3
A. M. ....	27
Ph. D. ....	1
Degree not stated .....	98
(Taking into consideration the institutions from which these 98 come, it is safe to assume that practically all of them hold the A.B. or the Ph.B. degree.)	
Miscellaneous training, 135 (deducting 17 counted twice) .....	118
College trained from one to four years .....	88
High school trained .....	10
Normal school trained .....	11
Holding the L. I. degree .....	6
Other schools .....	8
Not stated .....	12





[illegible]

INSTITUTIONS ATTENDED	MISCELLANEOUS				College Graduates and Degrees They Hold												SUMMARY				
	High School Graduates	Normal School Graduates	Gra. Ins. Confers no Degree	L.I. Degree	College Trained Non Graduates	A.B.	Ph.B.	B.S.	E.L.	Pd.B.	B.E.	Grad.; Degree not stated	A.M.	M.S.	M.E.	Ph.D.	Non Counted Twice *	Graduates Counted Twice †	Net Total for Institutions	No. Holding Degrees From Institution	
Hillman College (Miss.) . . .	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—
Johns Hopkins University . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	1	1	—
Keystone State Normal Sch'l (Pa.)	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—
Lenoir College (N. C.) . . . .	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	2	2	—
Limestone College (S. C.) . . .	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1	1	1	—
Littleton Female College (N. C.)	—	—	—	—	—	1	—	—	—	—	—	1	—	—	—	—	—	—	2	2	—
Louisburg College (N. C.) . . .	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	2	2	—
Lynchburg High School (Va.) .	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—
Madison Institute (Ky.) . . .	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—
Mars Hill College (N. C.) . . .	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—
Mass. Institute of Technology .	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	1	1	—

	1	2	6	2	2	10	8
Meredith College (N. C.) . . .						1	1
Mont Amoena Seminary§ (N. C.)	1					1	1
Mt. St. Mary's College ( ) . .					1	1	1
Muhlenburg College (Pa.) . . .		1			1	2	1
Newberry College (S. C.) . . .					1	1	1
N. E. Conservatory of Music .		1				1	
N. Y. Normal School . . . .				1		1	1
Norfolk College (Va.) . . . .		1				2	1
Norm. & Coll. Inst. (Ashv.N.C.)	2					2	
N. C. A. & M. College . . . .				1	1	2	2
N. C. StateNormal College . .		11	3	1	38	53	42
Oak Ridge Institute (N. C.) . .	2					2	
Ohio Wesleyan College . . . .				1		1	1
Ohio University . . . . .			1			1	1
Peabody College (Tenn.) . . .		6	3		6	15	9
Peace Institute (N. C.) . . . .	4					4	
Philadelphia Cooking School .					1	1	1
Powhatan College ( ) . . . .			1			1	1

INSTITUTIONS ATTENDED	MISCELLANEOUS					College Graduates and Degrees They Hold										SUMMARY				
	High School Graduates	Normal School Graduates	Gra. Ins. Confers no Degree	L.I. Degree	College Trained Non Graduates	A.B.	Ph.B.	B.S.	B.L.	P.B.	B.E.	Grad.; Degree not stated	A.M.	M.S.	M.E.	Ph.D.	Non Counted Twice *	Graduates Counted Twice †	Net Total for Institutions	No. Holding Degrees From Institution
Presbyterian College (N. C.) . . . . .	---	---	---	---	---	2	---	---	---	---	---	2	---	---	---	---	---	---	4	4
Princeton University . . . . .	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	1	1
Randolph Macon College (Va.) . . . . .	---	---	---	---	1	2	---	---	---	---	---	1	---	---	---	---	---	1	4	1
Richmond College (Va.) . . . . .	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	1	3
Roanoke College (Va.) . . . . .	---	---	---	---	---	3	---	---	---	---	---	---	1	---	---	---	---	1	4	4
Salem College (N. C.) . . . . .	---	---	---	---	2	1	---	---	---	---	---	1	---	---	---	---	1	---	4	2
Shenandoah College (Va.) . . . . .	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	1	1
Smith College . . . . .	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---	1	1
So. Presbyterian College (N. C.) . . . . .	---	---	---	---	---	2	---	---	---	---	---	3	---	---	---	---	---	---	5	5
South Side Female Institute (Va.) . . . . .	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---	---	1	1
St. John's College (Md.) . . . . .	---	---	---	---	---	1	---	---	---	---	---	---	1	---	---	---	---	---	2	2

St. Mary's School (N. C.) . . .	4	2							1	6	
State Normal School (Va.) . .						5				5	
Statesville Female College (N. C.)		1	1			1		1		3	2
Teachers College (N. Y.) . . .						1				1	1
Trinity College (N. C.) . . . .			35	1			6		1	42	42
University of Chicago . . . .		1								1	
University of Georgia . . . .		1								1	
University of Nashville (Tenn.)			2							2	2
University of North Carolina .		16	41	10	1		4		1	72	56
University of South Carolina .		1								1	
University of Tennessee . . .		1	1			1				3	2
University of Virginia . . . .		1					2			3	2
United Baptist Institute . . .						1				1	1
Vassar College . . . . .		1							1	1	
Virginia Military Institute . .						1				1	1
Yale University . . . . .		1							1	1	
Wake Forest College (N. C.) . .		9	24		1	4	3		1	41	32
Washington & Lee University (Va.)			1							1	1

INSTITUTIONS ATTENDED	MISCELLANEOUS					College Graduates and Degrees They Hold										SUMMARY			
	High School Graduates	Normal School Graduates	Gra. Ins. Confers no Degree	L.I. Degree	College Trained Non Graduates	A.B.	Ph.B.	B.S.	B.L.	Ph.D.	Grad. : Degree not stated	A.M.	M.S.	M.E.	Ph.D.	Non Graduates * Counted Twice	Graduates Counted Twice †	Net Total for Institutions	No. Holding Degrees From Institution
Wesleyan College of Cincinnati	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1	1
Westtown School (Pa.) . . .	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—
West Virginia University . . .	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1	1
Winthrop College (S. C.) . . .	—	—	—	—	—	4	—	—	—	—	3	—	—	—	—	—	—	7	7
Wofford College (S. C.) . . .	—	—	—	—	—	4	—	—	—	—	—	—	—	—	—	—	—	4	4
Woman's College of Baltimore	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	1	1
Woman's College of Richmond	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	1	1
(Not Stated) . . . . . 12	4	4	—	—	19	12	—	3	1	—	5	1	—	—	—	—	1	61	22
12	10	11	8	6	88	197	12	12	4	1	3	27	0	0	1	17	19	490	355
Counted Twice . . . . .	—	—	—	—	17	—	—	—	—	—	—	—	—	—	—	—	—	36	19
Net Total . . . . . 12	4	11	8	6	71	197	12	12	4	1	3	27	0	0	1	17	19	454	336



## NOTES FOR PRECEDING TABLES

\* Counted also for more advanced work or for a degree in some other institution. (See next note below.)

† This means that the number indicated has been counted elsewhere for a higher degree (or for graduate work) in some other institution. If a teacher holds two or more degrees from the same institution, only this more advanced degree has been counted; but if two degrees (or more) are held from different institutions, both degrees have been counted and the duplicate counting indicated opposite the name of the institution first attended. The same rule applies to non-graduates. (See note above.)

‡ A secondary school confers A.B. degree. Two reported as holding this degree.

§ A secondary school. One reported as holding the B.E. degree.

|| Twelve did not state what training they had received nor what institution they had attended.

¶ B. S. A. degree.

IN what I have said so far, or shall yet say, I hope I may not be misunderstood. I have no desire to leave the impression that the instruction given in our high schools at present is all wrong, and that it is my self-appointed task to set it all aright, or that our high schools are so much lower in efficiency than those in our neighboring states. We have many high school teachers of sound scholarship who are as efficient in their instruction and as consecrated to their work as those to be found anywhere, and they are accomplishing noble results. I do not wish to cast any reflection upon them or their efforts. I do wish, however, to raise a question and to offer a suggestion or two looking to the development and the improvement of our high schools through the improvement of our teaching force.

Just now there is a persistent demand for the inclusion of new subjects into our high school curriculum. We hear on every hand that our high schools must relate themselves more closely to the life about them. There is an ever increasing demand for instruction in agriculture, home economics, and specialized vocational training. The question I wish to raise is: where are we to get teachers who really appreciate the significance of these new demands, who really see the possibilities in specialized vocational training, and who have the knowledge and the initiative to blaze the new tracks and to outline and teach the new courses that shall practically and effectively meet the new ends that have been set up for the high school to attain? For these special forms of vocational training which the people of the South are now demanding we must have specially trained teachers. I think everybody concedes that point. The teacher is going to teach very much as he was taught, unless he has had special training that will enable him to do better; he is going to put into the course of study the things that he studied. These are facts that we need not try to get around. It is true that we may have here and there a man of unusual talent or of genius coming through the traditional classical course who can actually take cognizance of the newer demands made upon the school, an

strive with some measure of success to meet those demands; but there are so few of this class that we can not depend upon them to supply our high schools with teachers.

We saw in the table presented above that there were twelve teachers in our high schools holding the B. S. degree. Most of these new subjects we are asked to include in the high school curriculum belong to the science group of studies. One thing becomes pretty clear: we have very few teachers in our high schools at present who are prepared to handle in any adequate way high school courses in science. Biological teaching to be of much worth must be backed and supported by a good body of biological knowledge, just as biological thinking to have any validity must take its rise in a biological content. So the problem of securing teachers trained in the sciences to teach in our high schools would seem to be a rather pertinent one just at this time. It is plain that the graduates from our scientific courses are not at present attracted to the high schools. The opportunities are greater elsewhere. There is certainly chance for great improvement at this point.

Before much longer, too, we must require of the high school teacher a broader general scholarship supplemented and supported by strictly professional training. If I mistake not, here is one of our weakest points at present. But this phase of the high school teacher's preparation is to be discussed by the next speaker, and I will not touch upon it further.

I am sure much could be done to strengthen the high school work, and to make it more effective through closer supervision. Particularly is this true with respect to the work of the young teachers just from college. We have too long assumed that anybody can teach a subject well who knows a subject well. Correct and sure knowledge is the first essential to good teaching, it is true, but a knowledge of the professional side of his work is also essential, unless the young teacher is to waste much of his own time and the time of his pupils.

## LITERARY AND ATHLETIC CONTEST, GREENSBORO, APRIL 7, 1911

LETTER TO THE PUBLIC HIGH SCHOOL PRINCIPALS OF THE  
EAST CENTRAL DIVISION

You will recall that the matter of holding an annual contest in Declamation, Recitation, and Athletic Sports for the East Central Division of Public High Schools was brought to your attention by the writer at our meeting in Winston-Salem last December. The suggestion met with the very hearty approval of those present, and a committee was appointed to look into the advisability of inaugurating such a contest this spring. This committee was authorized, if it should find that the suggestion could be put into practice without delay, to formulate plans for such a contest, to devise ways and means for holding same, and to decide upon the time and place of meeting.

The committee has held two meetings. The first was held in Raleigh, Saturday, January 28. At this meeting it was decided that the proposed contest would be held this spring, and that it would be held in Greensboro, provided the right sort of encouragement should be given. The second meeting was held in Greensboro, Saturday, February 4. It was found that some of the public spirited citizens of Greensboro — notably Mr. W. H. Swift, formerly superintendent of the Greensboro city schools, and Mr. Thos. R. Foust, superintendent of Guilford County schools — were glad of an opportunity to encourage such a contest by giving it their moral and financial support. So the ways and means were devised, and it remained for the committee to formulate the plans and to decide upon a date for the meeting. Friday, April 7, was agreed upon. The plans for each contest, the rules, regulations, etc., are given below.

The Athletic contest will be held on the afternoon, and the contests in Declamation and Recitation on the evening of April 7.

The committee is making an effort to secure reduced railroad and hotel rates for this occasion.

Let me urge upon you the importance of having your school represented in one or more of these contests. This meeting will afford unusual opportunities

1. For developing a finer school spirit among your students;
2. For increasing the interest of your students in the work of their literary societies and in wholesome forms of athletics;
3. For stimulating greater community pride and interest in your school and its work.

And all of these things are eminently worth while. Be sure to have your school represented.

Cordially yours,

N. W. WALKER,  
State Inspector of Public High Schools.

## TRACK MEET

The Track Meet will take place at THE HIPPODROME on the afternoon of April 7th.

Each school may enter as many men as it desires for each separate event.

## EVENTS:

1. Running High Jump.
2. Running Broad Jump.
3. Shot-Put (12 pounds).
4. Relay Race (4 relays: total, one mile).
5. Baseball Throwing (accuracy).
6. Potato Race.
7. 100-Yard Dash.
8. 220-Yard Dash.
9. 440-Yard Dash.
10. Low Hurdle Race (120 yards).
11. High Hurdle Race (120 yards).
12. Pole Vault.

It is understood that only ten events will be given. It will be well, however, to train for twelve, in order to allow a margin for failure to have certain events.

In each event the winner of the first place shall receive five points; the winner of the second place, three points; and the winner of the third place, one point.

To the winner of first place in each athletic event a prize—perhaps a medal—valued at \$2.50 will be awarded. (Ten such prizes will be awarded in all.)

To the school winning highest number of points in the Track Meet, a prize valued at \$15.00 will be given.

To the school winning second highest number of points, a prize valued at \$5.00 will be given.

## CONTEST IN RECITATION

(FOR THE GIRLS.)

For this contest each school may enter one, and only one, representative.

In case that more than eight schools send representatives, a preliminary contest shall be held in the forenoon, at which time six contestants shall be chosen for the final contest to be held in the evening.

Recitations must not exceed one thousand words in length.

A medal valued at \$7.50 will be awarded to the young lady winning in the final contest.

## CONTEST IN DECLAMATION

(FOR THE BOYS.)

For this contest each school may enter one, and only one, representative.

In case that more than eight schools send representatives, a preliminary contest shall be held in the forenoon, at which time six contestants shall be chosen for the final contest to be held in the evening.

Declamations must not exceed one thousand words in length.

A medal valued at \$7.50 will be awarded to the young man winning in the final contest.

## GENERAL REGULATIONS

These contests will be open to rural public high schools of the East Central Division.

Only *bona fide* students of these schools will be allowed to participate. To be regarded as a *bona fide* student one must have attended the high school he represents for at least 30 per cent. of the current school term.

High schools that may close before April 7th will not be debarred from participating in these contests.

Schools and individuals will be expected to bear all expenses of transportation and entertainment.

Principals expecting to have their schools represented in these contests, should notify Mr. E. J. Coltrane, Secretary, Jamestown, N. C., by March 20th, at latest.

Committee: F. L. Foust, Chairman, Pleasant Garden; M. B. Dry, Cary; K. H. McIntyre, Holly Springs; Hoy Taylor, Biscoe; E. J. Coltrane, Secretary, Jamestown.

## EAST CENTRAL DIVISION PUBLIC HIGH SCHOOLS

There are fifty-one public high schools that are eligible to participate in these contests. In the list which follows they are arranged alphabetically by the counties composing this Division:

ALAMANCE: Friendship, Hawfields, Sylvan.

CASWELL: Providence.

CHATHAM: Merry Oaks, Pittsboro, Siler City.

DAVIDSON: Churchland, Reeds.

DURHAM: Bahama, East Durham.

FORSYTH: Bethania, Kernersville, Lewisville, Walkerton.

FRANKLIN: Bunn, Franklinton, Louisburg.

GRANVILLE: Creedmoor, Knap of Reeds, Stem.

GUILFORD: Jamestown, Monticello, Pleasant Garden.

LEE: Jonesboro.

MONTGOMERY: Biscoe.

MOORE: Carthage, Southern Pines.

ORANGE: Chapel Hill, Hillsboro.

PERSON: Bethel Hill, Bushy Fork.

RANDOLPH: Farmer, Liberty, Trinity.

RICHMOND: Hoffman, Roberdel.

ROCKINGHAM: Madison, Ruffin, Stoneville.

STOKES: King, Pinnacle, Walnut Cove.

VANCE: Bona Vista, Kittrell.

WAKE: Bay Leaf, Cary, Holly Springs, Wakelon.

WARREN: Macon, Wise.



## DIRECTIONS TO APPLICANTS FOR THE HIGH SCHOOL TEACHER'S CERTIFICATE

### 1. APPLICATIONS TO BE FILED

The law requires all applications for the High-School Teacher's Certificate to be filed with the State Superintendent of Public Instruction, who, upon request, will furnish blanks for this purpose.

### 2. TEACHERS MUST HOLD CERTIFICATES.

The law forbids any person to teach any subject in a public high school established under the high-school act of the General Assembly of 1907 who does not hold a High-school Teacher's Certificate covering that subject. The High-school Teacher's Certificate will be valid for three years and subject to renewal by the State Board of Examiners upon such terms as may be prescribed by said board. Emergency or special certificates heretofore issued will not be renewed or extended.

### 3. DATE OF EXAMINATION, JULY 13 AND 14, 1911.

Hereafter only one examination will be held each year for the High-school Teacher's Certificate. The next examination will be held at the county seat in each county by the county superintendent on July 13 and 14, 1911. Applications for this examination must be filed with the State Superintendent not later than July 1.

### 4. BLANKS FURNISHED.

Blank applications for this examination will be furnished to any applicant by the county superintendent or by the State Superintendent. Every applicant is required to fill out one of these blank applications, giving the information asked for therein, and *to file same with the State Superintendent*. The questions for the examination will be prepared by the State Board of Examiners. This board will grade all papers and issue all certificates to successful applicants.

## 5. CONDITIONS.

Graduates of colleges of first rank applying for the High-school Teacher's Certificate may, in the discretion of the State Board of Examiners, be excused from examination in certain branches pursued in college, provided they comply with the following requirements:

(1) Each applicant for the High-school Teacher's Certificate without complete examination must file with his application a statement of his standing while in college, and a certificate of his graduation, signed by the president or secretary of his college.

(2) He must also furnish a statement from the registrar or other officer of the college (blank for which will be furnished upon request), showing the amount of college work he did in the subjects in which he wishes to be excused from examination, and the grades he attained.

(3) If the applicant has had experience in high-school work he must furnish testimonials as to his success.

*No certificate will be issued in any case except upon partial examination. The applicant must take the examination in English, Theory and Practice of Teaching (including School Management) and the General School Law (including the High-school Law).*

The State Board of Examiners reserves the privilege of rejecting all testimonials and certificates not altogether satisfactory to them, and of requiring a complete examination of each applicant, if in its judgment such a course is wise.

## 6. SUBJECTS OF EXAMINATION.

The examination for High-school Teacher's Certificate will cover the high-school branches enumerated in groups (a), (b), and (c), below. No person can be employed as principal of a public high school or as the only teacher of high-school subjects in said school whose certificate does not cover all the subjects in group (a), at least one subject in group (b), and at least one in group (c). Assistant teachers who do not desire the regular High-school Teacher's Certificate will be

required to pass a satisfactory examination in English, Theory and Practice of Teaching (including School Management and the General School Law), and such other subjects in groups (a), (b), and (c) as they will be required to teach.

(a). *English*: Grammar and Composition; Literature.

*History*: State and National (including Civics), English and General.

*Mathematics*: Advanced Arithmetic, Algebra, Geometry.

*Theory and Practice of Teaching* (including School Management and the General School Law).

(b). *Latin*: Grammar and Composition; Cæsar, 4 books; Cicero, 4 orations; Vergil, 6 books.

*Greek*: Grammar and Composition; 4 books of the Anabasis.

*French*: Grammar and Composition; Literature.

*German*: Grammar and Composition; Literature.

(c). *Physical Geography*.

*Elementary Physics*.

*Elementary Agriculture*.

*Elementary Chemistry*.

*Elementary Botany*.

Every applicant for this certificate should read *The North Carolina Hand Book for High School Teachers*, issued by the State Department of Education. This will be sent free to any applicant upon request. In addition to this, the following books for high school teachers are recommended by the State Board of Examiners:

*Principles of Secondary Education*, Vol. I. De Garmo. (Macmillan).

*The American High School*. Brown. (Macmillan).

## REGULATIONS REGARDING THE RENEWAL OF HIGH SCHOOL TEACHERS' CERTIFICATES

### SPECIAL REGULATIONS.

Teachers holding regular High-school Teachers' Certificates, issued in July, 1908, will be given an opportunity by the State Board of Examiners on July 13th of this year to have such certificates renewed for a term of three years from that time. Should the holders of these certificates fail to take advantage of this opportunity in July, 1911, to have such certificates renewed, and should apply later for renewal, they will be regarded as new applicants, and will become subject to the general regulations of the State Board of Examiners governing the issuance of the regular High-school Teacher's Certificate.

### CONDITIONS FOR RENEWAL.

1. Applicants must file with the Secretary of the State Board of Examiners, in the office of the State Superintendent of Public Instruction, Raleigh, N. C., on or before July 1, 1911, application for renewal of said High-school Teacher's Certificate.

2. Applicant must submit with application for renewal a statement from his county superintendent of public instruction, or from the State Inspector of Public High Schools, to the effect that he has taught high-school branches successfully for at least one year during the period in which said certificate has been in force.

3. Applicant must furnish to the State Board of Examiners satisfactory evidence, by a brief examination on July 13th, that he has carefully read the following books on Secondary Education. This examination will be conducted by the county superintendent in connection with his regular examination for teachers:

- (a) *The Principles of Secondary Education*, by Charles DeGarmo (Macmillan), Vol. I. Introduction and Chapters I-V (omitting appendices).

strive with some measure of success to meet those demands; but there are so few of this class that we can not depend upon them to supply our high schools with teachers.

We saw in the table presented above that there were twelve teachers in our high schools holding the B. S. degree. Most of these new subjects we are asked to include in the high school curriculum belong to the science group of studies. One thing becomes pretty clear: we have very few teachers in our high schools at present who are prepared to handle in any adequate way high school courses in science. Biological teaching to be of much worth must be backed and supported by a good body of biological knowledge, just as biological thinking to have any validity must take its rise in a biological content. So the problem of securing teachers trained in the sciences to teach in our high schools would seem to be a rather pertinent one just at this time. It is plain that the graduates from our scientific courses are not at present attracted to the high schools. The opportunities are greater elsewhere. There is certainly chance for great improvement at this point.

Before much longer, too, we must require of the high school teacher a broader general scholarship supplemented and supported by strictly professional training. If I mistake not, here is one of our weakest points at present. But this phase of the high school teacher's preparation is to be discussed by the next speaker, and I will not touch upon it further.

I am sure much could be done to strengthen the high school work, and to make it more effective through closer supervision. Particularly is this true with respect to the work of the young teachers just from college. We have too long assumed that anybody can teach a subject well who knows a subject well. Correct and sure knowledge is the first essential to good teaching, it is true, but a knowledge of the professional side of his work is also essential, unless the young teacher is to waste much of his own time and the time of his pupils.

## LITERARY AND ATHLETIC CONTEST, GREENSBORO, APRIL 7, 1911

### LETTER TO THE PUBLIC HIGH SCHOOL PRINCIPALS OF THE EAST CENTRAL DIVISION

You will recall that the matter of holding an annual contest in Declamation, Recitation, and Athletic Sports for the East Central Division of Public High Schools was brought to your attention by the writer at our meeting in Winston-Salem last December. The suggestion met with the very hearty approval of those present, and a committee was appointed to look into the advisability of inaugurating such a contest this spring. This committee was authorized, if it should find that the suggestion could be put into practice without delay, to formulate plans for such a contest, to devise ways and means for holding same, and to decide upon the time and place of meeting.

The committee has held two meetings. The first was held in Raleigh, Saturday, January 28. At this meeting it was decided that the proposed contest would be held this spring, and that it would be held in Greensboro, provided the right sort of encouragement should be given. The second meeting was held in Greensboro, Saturday, February 4. It was found that some of the public spirited citizens of Greensboro—notably Mr. W. H. Swift, formerly superintendent of the Greensboro city schools, and Mr. Thos. R. Foust, superintendent of Guilford County schools—were glad of an opportunity to encourage such a contest by giving it their moral and financial support. So the ways and means were devised, and it remained for the committee to formulate the plans and to decide upon a date for the meeting. Friday, April 7, was agreed upon. The plans for each contest, the rules, regulations, etc., are given below.

The Athletic contest will be held on the afternoon, and the contests in Declamation and Recitation on the evening of April 7.

The committee is making an effort to secure reduced railroad and hotel rates for this occasion.

Let me urge upon you the importance of having your school represented in one or more of these contests. This meeting will afford unusual opportunities

1. For developing a finer school spirit among your students;
2. For increasing the interest of your students in the work of their literary societies and in wholesome forms of athletics;
3. For stimulating greater community pride and interest in your school and its work.

And all of these things are eminently worth while. Be sure to have your school represented.

Cordially yours,

N. W. WALKER,  
State Inspector of Public High Schools.



## TRACK MEET

The Track Meet will take place at THE HIPPODROME on the afternoon of April 7th.

Each school may enter as many men as it desires for each separate event.

## EVENTS:

1. Running High Jump.
2. Running Broad Jump.
3. Shot-Put (12 pounds).
4. Relay Race (4 relays: total, one mile).
5. Baseball Throwing (accuracy).
6. Potato Race.
7. 100-Yard Dash.
8. 220-Yard Dash.
9. 440-Yard Dash.
10. Low Hurdle Race (120 yards).
11. High Hurdle Race (120 yards).
12. Pole Vault.

It is understood that only ten events will be given. It will be well, however, to train for twelve, in order to allow a margin for failure to have certain events.

In each event the winner of the first place shall receive five points; the winner of the second place, three points; and the winner of the third place, one point.

To the winner of first place in each athletic event a prize—perhaps a medal—valued at \$2.50 will be awarded. (Ten such prizes will be awarded in all.)

To the school winning highest number of points in the Track Meet, a prize valued at \$15.00 will be given.

To the school winning second highest number of points, a prize valued at \$5.00 will be given.

## CONTEST IN RECITATION

(FOR THE GIRLS.)

For this contest each school may enter one, and only one, representative.

In case that more than eight schools send representatives, a preliminary contest shall be held in the forenoon, at which time six contestants shall be chosen for the final contest to be held in the evening.

Recitations must not exceed one thousand words in length.

A medal valued at \$7.50 will be awarded to the young lady winning in the final contest.

## CONTEST IN DECLAMATION

(FOR THE BOYS.)

For this contest each school may enter one, and only one, representative.

In case that more than eight schools send representatives, a preliminary contest shall be held in the forenoon, at which time six contestants shall be chosen for the final contest to be held in the evening.

Declamations must not exceed one thousand words in length.

A medal valued at \$7.50 will be awarded to the young man winning in the final contest.

## GENERAL REGULATIONS

These contests will be open to rural public high schools of the East Central Division.

Only *bona fide* students of these schools will be allowed to participate. To be regarded as a *bona fide* student one must have attended the high school he represents for at least 30 per cent. of the current school term.

High schools that may close before April 7th will not be debarred from participating in these contests.

Schools and individuals will be expected to bear all expenses of transportation and entertainment.

Principals expecting to have their schools represented in these contests, should notify Mr. E. J. Coltrane, Secretary, Jamestown, N. C., by March 20th, at latest.

Committee: F. L. Foust, Chairman, Pleasant Garden; M. B. Dry, Cary; K. H. McIntyre, Holly Springs; Hoy Taylor, Biscoe; E. J. Coltrane, Secretary, Jamestown.

## EAST CENTRAL DIVISION PUBLIC HIGH SCHOOLS

There are fifty-one public high schools that are eligible to participate in these contests. In the list which follows they are arranged alphabetically by the counties composing this Division:

ALAMANCE: Friendship, Hawfields, Sylvan.

CASWELL: Providence.

CHATHAM: Merry Oaks, Pittsboro, Siler City.

DAVIDSON: Churchland, Reeds.

DURHAM: Banama, East Durham.

FORSYTH: Bethania, Kernersville, Lewisville, Walkerton.

FRANKLIN: Bunn, Franklinton, Louisburg.

GRANVILLE: Creedmoor, Knap of Reeds, Stem.

GUILFORD: Jamestown, Monticello, Pleasant Garden.

LEE: Jonesboro.

MONTGOMERY: Biscoe.

MOORE: Carthage, Southern Pines.

ORANGE: Chapel Hill, Hillsboro.

PERSON: Bethel Hill, Bushy Fork.

RANDOLPH: Farmer, Liberty, Trinity.

RICHMOND: Hoffman, Roberdel.

ROCKINGHAM: Madison, Ruffin, Stoneville.

STOKES: King, Pinnacle, Walnut Cove.

VANCE: Bona Vista, Kittrell.

WAKE: Bay Leaf, Cary, Holly Springs, Wakelon.

WARREN: Macon, Wise.

## DIRECTIONS TO APPLICANTS FOR THE HIGH SCHOOL TEACHER'S CERTIFICATE

### 1. APPLICATIONS TO BE FILED

The law requires all applications for the High-School Teacher's Certificate to be filed with the State Superintendent of Public Instruction, who, upon request, will furnish blanks for this purpose.

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*Greek*: Grammar and Composition; 4 books of the Anabasis.

*French*: Grammar and Composition; Literature.

*German*: Grammar and Composition; Literature.

(c). *Physical Geography*.

*Elementary Physics*.

*Elementary Agriculture*.

*Elementary Chemistry*.

*Elementary Botany*.

Every applicant for this certificate should read *The North Carolina Hand Book for High School Teachers*, issued by the State Department of Education. This will be sent free to any applicant upon request. In addition to this, the following books for high school teachers are recommended by the State Board of Examiners:

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- (a) *The Principles of Secondary Education*, by Charles DeGarmo (Macmillan), Vol. I. Introduction and Chapters I-V (omitting appendices).



shall consist of single and double. Each school may be represented in both. Basket-ball contests will be held for both boys and girls. Each school may be represented in either contest. Base-ball will be regulated as follows: Schedules shall first be arranged between the high schools of each county. The winning team in that county shall play four adjoining counties. A winning team from the five counties shall be entitled to play at the inter-county meet. The four teams will play a double header. Any bona fide pupil may enter as many of the athletic contests as he desires, and also he may participate in the literary contests.

Eighth. Each school that enters the contests shall be taxed seven dollars and fifty cents for the purpose of defraying necessary expenditures. This money must be paid by April 10th.

It is the earnest request of the committee that every principal endeavor to have his school take part in some of the above mentioned contests, as it will give life to the occasion and be an inspiration to secondary education in eastern North Carolina.

P. E. SHAW, Teachey, *Chairman*.

H. E. STACY, Rowland.

P. M. WILLIAMS, Burgaw.

Z. H. ROSE, Benson.

E. H. MOSER, Dover, *Secretary*.

Committee.



SUPPLEMENT TO THE NORTH CAROLINA HIGH-SCHOOL BULLETIN

APRIL, 1911. VOL. II—No. 2

COUNTY

FARM-LIFE SCHOOL LAW

AND

EXPLANATIONS

BY

J. Y. JOYNER

SUPERINTENDENT OF PUBLIC INSTRUCTION  
OF NORTH CAROLINA



## COUNTY FARM-LIFE SCHOOL LAW.

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AN ACT TO PROVIDE FOR THE ESTABLISHMENT AND MAINTENANCE OF COUNTY FARM-LIFE SCHOOLS AND FOR THE PROMOTION OF AGRICULTURE AND HOME-MAKING.

*The General Assembly of North Carolina do enact:*

SECTION 1. There shall be established and maintained in every county complying with the provisions of this act as hereinafter set forth a school to be known as a "County Farm-life School" for the training and preparation of the boys and girls of said county for farm life and home-making.

### THE AIM OF THE COUNTY FARM-LIFE SCHOOL.

SEC. 2. The aim of said school shall be to prepare boys for agricultural pursuits and farm life and to prepare girls for home-making and housekeeping on the farm. The course of study in said school shall be subject to the approval of the State Superintendent of Public Instruction and an advisory board on farm-life schools, to be appointed by him: *Provided, however,* that the course of study shall include practical work on the farm by the boys and practical work in all subjects relating to housekeeping and home-making by the girls.

### BOARD OF TRUSTEES.

SEC. 3. Said school shall be under the control and management of a board of trustees, consisting of one member from each township in the county, appointed by the county board of education, who shall serve until their successors shall be appointed. The first board of trustees shall be divided by the county board of education into three as nearly equal groups as possible—one group shall be appointed for a term of two years, one group for a term of four years, and one group for a term of six years. Upon the expiration of the term of office of any trustee, his successor shall be appointed for a term of six years. The county superintendent of public instruction shall be *ex officio* a member of said board and secretary thereof. All vacancies occurring by death, resignation, or otherwise in said board shall be filled for the unexpired term by the county board of education.

SEC. 4. Within ten days after any county, township, or townships shall have complied with the provisions of this act as hereinafter set forth for the maintenance and equipment of said school, the members of the board of trustees shall be appointed, and the county superintendent shall duly notify them to meet at the county-seat within ten days after their appointment, to qualify and organize.

## LOCATION.

SEC. 5. After due advertisement, inviting bids for the location of said school within said county, said board of trustees shall locate it at such place in said county as shall offer the largest financial aid for maintenance and equipment, having due regard for desirability and suitability of location; *Provided, however*, that said school shall not be located in any city or town of more than one thousand inhabitants, nor within two miles of the corporate limits of any city or town of more than five thousand inhabitants.

## BUILDINGS, FARM, MAINTENANCE, ETC.

SEC. 6. For the maintenance of said school, the county or township or school district, or all combined, wherein it is located shall provide annually, by taxation or otherwise, not less than twenty-five hundred dollars. The county or township or school district, or all combined, shall also provide by bond issue, or otherwise, the following equipment for said school: A school building with recitation rooms and laboratories and apparatus necessary for efficient instruction in the prescribed subjects of study; dormitory buildings with suitable accommodations for not less than twenty-five boys and twenty-five girls; a barn and dairy building with necessary equipment; a farm of not less than twenty-five acres of good arable land. All of said buildings shall be located on said farm, and shall be constructed in accordance with plans approved by the State Superintendent of Public Instruction, and the entire equipment shall be subject to his approval and acceptance after inspection: *Provided, however*, that, upon recommendation of the board of trustees and the presentation of satisfactory reasons therefor, the State Superintendent of Public Instruction may grant permission to said board of trustees to accept any suitable and properly equipped school building already constructed, though it may not be located on said farm, provided it be located within reasonable and convenient distance thereof, and may also grant permission to reduce the required acreage for the farm to not less than ten acres.

## PROVISION FOR ELECTION IN COUNTY.

SEC. 7. Upon written request of the county board of education of any county, the board of county commissioners of said county may, in their discretion, order an election to be held in said county, in accordance with the law governing general elections therein, as nearly as may be: *Provided, however*, that a new registration shall be ordered for said election; and not less than thirty days' notice of said election shall be given at the courthouse door and three other public places in said county, and if there be newspapers published in said county, a notice of said election shall also be published weekly for four successive weeks



preceding said election in one newspaper therein; and the registrars and pollholders shall canvass the vote cast, declare the result, and duly certify the returns to the board of county commissioners, and the returns shall be recorded in the records of said board of county commissioners. At said election shall be submitted to the qualified voters of the county the question of levying and collecting a special tax on all taxable property and polls of said county for the maintenance and equipment of a "county farm-life school" therein. At such election those favoring the levying and collection of such a tax for said purpose shall vote a ballot on which shall be written or printed the words "For County Farm-life School"; and those opposed shall vote a ballot on which shall be written or printed the words "Against County Farm-life School." If a majority of the qualified voters shall vote "For County Farm-life School," then all the provisions of this act shall be in full force and effect, and the county commissioners shall annually levy and cause to be collected, in the same manner and at the same time as other taxes of the county are levied and collected, a tax on all property and polls of the county sufficient to provide the sum required of said county under section six of this act for the annual maintenance of said school, and, in addition, the sum required for the payment of the annual interest on such bond issue as may be found necessary for providing the equipment for said school required under section six of this act, as said interest accrues, and to create a sinking fund for the purpose of paying off and discharging said bonds as they become due. The bond of the sheriff or tax collector of said county shall be responsible for said tax to the same extent as it is liable for other taxes collected by him.

#### **BONDS TO BE ISSUED.**

SEC. 8. If a majority of the qualified voters at the election herein provided for shall vote "For County Farm-life School," it shall be deemed and held that a majority of the qualified voters are in favor of granting to the board of county commissioners of said county authority to issue bonds in an amount not to exceed twenty-five thousand dollars for the purpose of providing the necessary equipment prescribed in section six of this act; and such authority shall be granted to and vested in said board of county commissioners, and said board is hereby authorized and empowered to issue and sell bonds in the name of said county to an amount not to exceed twenty-five thousand dollars, of such denomination and of such proportion as said board of county commissioners may deem advisable, bearing interest at a rate not to exceed six per centum, with interest coupons attached, payable at such time or times and at such place or places as may be deemed advisable by said board of county commissioners, such bonds to be

of such form and tenor and transferable in such way, and the principal thereof payable or redeemable at such time or times, not less than fifteen years from the date thereof, and at such place or places, as said board of county commissioners may determine. The proceeds arising from the sale of said bonds shall be expended by said board of county commissioners in providing, by purchase or otherwise, the equipment in land, buildings, and apparatus required in section six of this act for the "county farm-life school": *Provided, however*, that the treasurer of said county shall receive no compensation for receiving or disbursing the money which may be received from the sale of said bonds.

#### ELECTION IN TOWNSHIP—ISSUANCE OF BONDS TO SECURE LOCATION.

SEC. 9. The county commissioners of any county that has voted for the establishment of a "county farm-life school" therein shall, upon petition of one-fourth of the freeholders in any township applying to the trustees of said "county farm-life school" to secure the location of said school therein, order an election therein, to be held after thirty days' notice at three public places in said township, under the law governing State and county elections as nearly as may be; and the returns of said election shall be certified by the registrars and pollholders to the board of county commissioners, and the same shall be recorded in the records of said county commissioners; at which election shall be submitted to the qualified voters of said township the question of issuing bonds in a sum not to exceed twenty-five thousand dollars, the amount of said bond issue to be set out in the petition for said election, and of levying and collecting on all taxable property and polls in said township a special tax sufficient to provide for the payment of the interest on said township bonds as it accrues and to create a sinking fund for the purpose of paying off and discharging said township bonds as they become due. At such election, those favoring the levying and collection of such a tax for said purpose shall vote a ballot on which shall be written or printed the words "For County Farm-life School," and those opposed shall vote a ballot on which shall be written or printed the words "Against County Farm-life School." If a majority of the qualified voters at said election shall vote "For County Farm-life School," then it shall be deemed and held that a majority of the qualified voters are in favor of granting to the board of county commissioners of said county authority to issue bonds in the name of said township in such amount as shall have been named in the petition and notice of election, to be sold by said commissioners for the purpose of aiding in providing the buildings and farm and other equipment for the "county farm-life school," provided said school shall be located in said township; and if said school shall be located in said township, the board of county commissioners shall annually

levy and cause to be collected, in the same manner and at the same time as other taxes of the county are levied and collected, a tax on all property and polls in said township, sufficient to provide for the payment of interest on said township bonds as it accrues and to create a sinking fund for the purpose of paying off and discharging said township bonds as they become due; and said board of county commissioners is hereby authorized and empowered to issue and sell said bonds of said township to the amount specified in said petition and notice of election, of such denomination and of such proportion as said board of county commissioners may deem advisable, bearing interest at a rate not to exceed six per centum, with interest coupons attached, payable at the time or times and at the same place or places, and of the same form and tenor, and the principal thereof payable or redeemable at the same time or times and at the same place or places as the county bonds issued by said board of county commissioners for the equipment of said "county farm-life school." The proceeds arising from the sale of said township bonds shall be added to the proceeds arising from the sale of said county bonds, and expended therewith by said board of county commissioners in providing, by purchase or otherwise, the equipment in land, buildings, and apparatus required in this act for the "county farm-life school": *Provided, however*, that any two or more contiguous townships bidding for the location of said "county farm-life school" may unite and hold an election upon the same terms and conditions as are herein provided for one township for the location of the "county farm-life school" at such point in said townships as may be determined by the board of trustees of said "county farm-life school": *Provided*, that the amount of bonds authorized to be issued by one or more townships in order to secure the location of the "county farm-life school" in a given township shall be deducted from the amount of bonds authorized to be issued by the county, so as to limit the total issue of bonds for farm, buildings, and equipment to twenty-five thousand dollars.

**IF ELECTION FAILS IN COUNTY, TOWNSHIP OR CONTIGUOUS TOWNSHIPS MAY PROVIDE FOR ESTABLISHMENT OF COUNTY FARM-LIFE SCHOOL.**

SEC. 10. In case an election shall be ordered and held in any county as herein provided for the establishment and maintenance of a "county farm-life school" therein, and a majority of the qualified voters at such an election shall fail to vote "For County Farm-life School," any township in said county, or any two or more contiguous townships in said county, shall, upon petition of one-fourth of the freeholders therein to the board of county commissioners of said county, have an election ordered by said commissioners upon the same terms and conditions prescribed in sec-

tion nine of this act: *Provided*, that a new registration shall be ordered; and if in such election a majority of the qualified voters in said township or townships shall vote "For County Farm-life School," then, in that event, it shall be deemed and held that the board of county commissioners of said county is authorized and empowered to issue and sell bonds in the name of said township or townships in an amount not to exceed twenty-five thousand dollars, and to levy and cause to be collected, in the same manner and at the same time as other taxes of the county are levied and collected, a sufficient tax on all property and polls in said township or townships to comply with all the conditions named in this act for the maintenance and equipment of a "county farm-life school," subject to the same conditions as are herein provided for the issuance and sale of county bonds and the levying and collection of a county tax for said purpose; and the said "county farm-life school" shall thereupon be located at such point in said township or townships as may be determined by the board of trustees of said "county farm-life school" provided for in this act; and such school, when thus established, shall be a "county farm-life school" for said county, and shall be subject to all the rights, privileges, and obligations and conditions prescribed in this act for "county farm-life schools," except as herein otherwise provided: *Provided further*, that at any time after the establishment of said "county farm-life school" by the township or townships under the provisions of this section, the county may, under the provisions of section seven of this act, hold an election as therein provided; and if at said election a majority of the qualified voters of the county shall vote "For County Farm-life School," and the tax and bond issue provided for in said section seven for the maintenance and equipment of a "county farm-life school" shall be provided as directed therein by the county commissioners for the entire county, said school, established under this section by the township or townships, shall become a "county farm-life school" in all respects like a "county farm-life school" established under section seven hereof; and the bonds of the township or townships and the tax levied for the maintenance of said school and for interest and sinking fund on said bonds, under this section, shall be assumed by the entire county, as provided in section seven hereof, and the bonds of said township or townships shall be canceled by substituting therefor the county bonds provided for in section seven hereof.

#### HIGH-SCHOOL DEPARTMENT CONDUCTED IN CONNECTION WITH COUNTY FARM-LIFE SCHOOL.

Sec. 11. There shall be established and maintained in connection with each "county farm-life school" such a high-school course of study as is prescribed under the public high-school law

of the State for first-grade public high schools; and for the maintenance of said high-school department of the "county farm-life school" there shall be the same county and State apportionments as are now made and required for a first-grade public high school under the provisions of the public high-school law of the State. If an additional apportionment for said high-school department of said school cannot be made out of the State appropriation for public high schools, then the State and county appropriations for one or more of the existing high schools in said county shall be transferred to the maintenance and support of said high-school department of said "county farm-life school." If said "county farm-life school" shall be located at the same place with some existing public high school in said county, established and maintained under the public high-school law of the State, then said public high school shall be merged into and become the high-school department of said "county farm-life school" as an organic part thereof; and the appropriations for the maintenance thereof shall be the same as the appropriations now required for a first-grade public high school under the provisions of the public high-school law of the State. The requirements for teachers in said high-school department of the "county farm-life school" shall be the same as are now required for high-school teachers under the said high-school law. Said high-school department and course of study, however, and the entire management of the same shall be under the direction and control of the board of trustees and the principal of the "county farm-life school," and shall be conducted as an organic part of said school.

#### CERTIFICATION OF TEACHERS.

SEC. 12. No person shall be employed as principal in charge of any "county farm-life school" who does not hold a high-school teacher's certificate on all required subjects except Latin, Greek, and modern languages, including an additional certificate from the State Board of Examiners and the president of the North Carolina College of Agriculture and Mechanic Arts, stating that he has furnished satisfactory evidence to them of his qualifications by special training and practical experience for said position. And no person shall be employed in the department of said "county farm-life school" for the special training of girls for home-making and housekeeping on the farm who does not hold a high-school teacher's certificate on all required subjects except Latin, Greek, and modern languages, including an additional certificate from the State Board of Examiners and the president of the State Normal and Industrial College, stating that such person has furnished to them satisfactory evidence of qualifications by special training and practical experience for said position.



## **AGRICULTURAL AND FARM-LIFE EXTENSION AND DEMONSTRATION—SHORT COURSES FOR ADULTS, MEN AND WOMEN.**

SEC. 13. It shall be a part of the duty of the faculty of each "county farm-life school" to conduct agricultural farm-life extension and demonstration work in said county, in coöperation, as far as possible, with such work carried on in said county by the State Department of Agriculture, the North Carolina College of Agriculture and Mechanic Arts, and the United States Department of Agriculture; to hold township and district meetings in various parts of the county from time to time for farmers and farmers' wives; to coöperate with the county superintendent of public instruction and with the county commissioner of agriculture, where such officer exists, in stimulating, directing, and supervising practical farm-life work in the public high schools and the elementary schools of the county, and in providing instruction, through the county teachers' association and through special short courses of study at said "county farm-life school," for the public school teachers of said county. There shall be provided in the courses of study of said "county farm-life school," short courses in farm-life studies to which shall be admitted adult farmers, men and women; and there shall be held at said "county farm-life school," annually, one or more county meetings for the farmers and their wives of said county for instruction and demonstration work. All of the work herein required and all other work of the "county farm-life school" shall be under the general supervision of the county superintendent of public instruction, and said school shall in all respects be an organic part of the county public school system.

### **ADMISSION OF STUDENTS FROM OTHER COUNTIES.**

SEC. 14. The board of trustees of the "county farm-life school" of any county is hereby authorized and empowered to admit students from other counties of the State to said school upon payment of such rate of tuition as said board of trustees may fix; but all students who are residents of the county in which said school is located shall be admitted to said school without charge for tuition, except as provided for in section ten of this act; and said board of trustees shall fix all other charges in said school at actual cost.

### **TREASURER OF COUNTY FARM-LIFE SCHOOL.**

SEC. 15. The treasurer of said county shall be the treasurer of said "county farm-life school," and shall receive and disburse all funds therefor, keeping and rendering annually to the board of trustees of said school a separate account of such receipts and disbursements: *Provided*, that said treasurer, if employed on



salary, shall receive no additional compensation for his services; and if employed on commission he shall receive as compensation not to exceed one per cent on all disbursements and nothing on receipts. The official bond of said treasurer shall be responsible and held liable for all funds coming into his hands for said school to the same extent as it is liable for other funds received by him as treasurer of said county.

#### THE CORPORATE NAME.

SEC. 16. The board of trustees of the said "county farm-life school" and their successors in office shall be and are hereby constituted a body corporate by the name and style of "The Board of Trustees of the County Farm-life School of ..... County," and by that name may sue and be sued, contract and be contracted with, purchase, hold, and sell real estate and personal property, receive donations by gift or otherwise, and exercise such other rights and privileges as are conferred by law upon corporate bodies. The title to all lands and other property of the "county farm-life school" shall vest in said board of trustees.

#### APPROPRIATION OF STATE FUNDS.

SEC. 17. Upon satisfactory evidence furnished to the State Board of Education that all the provisions of this act for the establishment, maintenance, and equipment of a "county farm-life school" have been complied with in any county, the said State Board of Education shall order the State Superintendent of Public Instruction to issue a requisition upon the State Auditor for the sum of two thousand five hundred dollars annually for the maintenance of said school, and the State Auditor shall issue his warrant in favor of the county treasurer of said county for said amount, which shall be paid out of the State Treasury and the money placed to the credit of the "county farm-life school" of said county; and sufficient moneys to pay said warrants are hereby appropriated out of any funds in the hands of the State Treasurer not otherwise appropriated: *Provided, however*, that there shall not be established more than ten such schools in any one year, and that not more than one such school shall be established in any county.

SEC. 18. That this act shall be in full force and effect from and after its ratification.

Ratified this the 3d day of March, A. D. 1911.

## EXPLANATION OF THE BILL.

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**Maintenance.**—Five thousand dollars annually is provided for maintenance and support—\$2,500 to be supplied by State appropriation when all required conditions are complied with by the county and townships, and \$2,500 to be supplied by the county or township, or both, by taxation or otherwise.

**Equipment.**—Before any State appropriation is available, the county, the township or townships, in which the school is located, or all combined, must provide by donation or bond issue, or both, the following equipment: a school building with recitation rooms, laboratories and apparatus necessary for efficient instruction in the prescribed subjects of study; dormitory buildings with suitable accommodations for not less than twenty-five boys and twenty-five girls; a barn and dairy building with necessary equipment; a farm of not less than twenty-five acres of good arable land, which may be reduced to ten acres upon recommendation of the board of trustees and presentation of satisfactory reasons therefor. The entire equipment must be approved and accepted, after inspection, by the State Superintendent of Public Instruction. All buildings must be located on the farm and constructed in accordance with plans approved by the State Superintendent of Public Instruction, except that a suitable and properly equipped school building already constructed, though not located on the farm, may be accepted as part of the equipment, if located within reasonable and convenient distance thereof.

The machinery is provided for an election by the county or by any township or townships to provide all or any part of the equipment and maintenance by taxation and bond issue, if necessary. The maximum bond issue by county and township cannot, however, exceed \$25,000 for equipment. If an election for equipment and maintenance be held by the county and fail, any township or any two or more contiguous townships may hold an election and provide the necessary equipment and secure the farm-life school. In that event, the board of trustees must be selected from the township or townships, and free tuition is restricted to the residents of said township or townships so providing for the equipment and maintenance of the school. Provision is made, however, for the county to take over at any time any farm-life school that may be thus secured by a township or townships, and make it a farm-life school for the entire county by assuming, by election, the tax and bond issue for equipment and maintenance assumed by the township or townships, and relieving, by county bond issue and taxation, the township or townships of obligations therefor.

**Management and Location.**—The school must be under the control and the management of the board of trustees, consisting of

one member from each township in the county, appointed by the county board of education, with the county superintendent as an *ex officio* member and secretary thereof. This board also has authority to locate the school, after inviting and receiving bids from the various townships, taking into consideration desirability and suitability of location as well as financial aid for maintenance and equipment offered by the various townships. The school cannot be located in any city or in any town of more than one thousand inhabitants nor within two miles of the corporate limits of any city or town of more than five thousand inhabitants. This insures its location in a rural community and farm-life atmosphere, allowing, however, the utilization, by donation, of excellent and suitable school buildings in some of the smaller villages. All other buildings, however, are required in all cases to be located on the farm.

**Aim.**—To prepare boys for agricultural pursuits and farm life and to prepare girls for home-making and housekeeping on the farm; to conduct agricultural and farm-life demonstration and extension work throughout the county, in coöperation with the State and National Departments of Agriculture and the State College of Agriculture and Mechanic Arts; to hold township and district meetings for the farmers and farmers' wives in all parts of the county from time to time; to coöperate with the county superintendent of public instruction and the public school teachers in stimulating, directing, and supervising farm-life work in the public high schools and elementary schools, and in providing instruction in such work for the teachers through the County Teachers' Association and through special short courses of study for public school teachers; to provide, also, at said school short courses of study in farm-life subjects for adult farmers and their wives, and to hold at the school county meetings for farmers and their wives for instruction and demonstration work from time to time.

**High-school Department.**—Provision has been made for a high-school department to be maintained in connection with each county farm-life school that may not be established at the same place with some existing county high school, and for the merging of the county high school into the high-school department of the farm-life school in case the farm-life school be located at the same place with a now existing rural high school. This high-school department is to receive for its maintenance the same appropriation from county and State as is now provided for a first-class public high school under the public high-school act, and is to be under the complete control and management of the board of trustees and the principal of the county farm-life school, providing instruction in all English branches in the same classes for students preparing for farm life at home and students preparing for college. Tuition, however, is to be free to all students in any farm-life school and to all others attending the same residing in the county, and the

expense for board, etc., cannot exceed actual cost. Provision is also made for admission of students from other counties upon payment of moderate tuition, sufficient to cover actual expenses, to be fixed by the board of trustees.

**Qualification of Teachers.**—As will be seen by reading section 12 of the bill, provisions are made to guarantee the employment of teachers properly qualified by education, special training, and practical experience for the work required.

### REASONS FOR ITS ENACTMENT.

More than eight-tenths of the population of North Carolina live in the country and follow agricultural pursuits. More than eight-tenths of the children of North Carolina are country children. More than 95 per cent of these never enter college and never receive any preparation for citizenship or for making a living except what they receive in the public schools of their counties and communities. These farmers and these children are entitled to better provision at home for better preparation for the life that most of them will spend and ought to spend on the farm, in the country, and for such education in the school as will tend to turn them to country life, interest them in it, and prepare them to live it more comfortably, more contentedly, and more happily.

The farmers and the farmers' children are entitled to be given a chance to provide for themselves by taxation or donation (for the chief burden of the maintenance and equipment of the farm-life school will fall on them) these farm-life schools adapted to the needs of the children, the environment surrounding them, and affording better preparation for their life-work. All they ask is a chance to help themselves to do this, and a little appropriation of \$2,500 annually from the State Treasury to stimulate and encourage this self-help. Shall they not have this chance?

**Some of the Benefits of Such Schools.**—The county farm-life school would become an intellectual, industrial, and agricultural dynamo for the whole county. The instruction and training of scores of country boys and girls annually in the best methods of farming, dairying, orcharding, stock judging and stock raising, the handling and marketing of crops, cooking, sewing, and other subjects pertaining to housekeeping and home-making on the farm, would send them back to the farm prepared to make farming more profitable, farm-life more livable, farm homes more comfortable and more beautiful. These in their various communities would become sources of inspiration and disseminators of agricultural information and objective demonstration for their neighbors, thereby greatly aiding in the improvement of agricultural conditions of the entire county and in increasing the wealth, the taxable values of all property, and the general prosperity and progress of the county and the State. In a word, the boys trained in such a school would

become, in their communities, eloquent apostles and living examples of better and more profitable farming, and the girls so trained would become, in their homes, living epistles known and read of all in the sweetest and finest of all arts, the art of making a comfortable and beautiful home in the best environment in the world for such a home—the very heart of nature.

Such a school, in the second place, could and would, through its faculty, carry on most valuable extension and demonstration work among the farmers and their wives in all parts of the county, meeting with them from time to time in their communities for instruction and demonstration in all things pertaining to their farm life and work, in this way carrying to them the new truth and the new light, and pointing them to the better way. From time to time, these farmers and their wives could and would be gathered about the school for instruction, for inspiration, for socializing, for organization and coöperation.

In this and other ways such a school would indeed prove a continual dynamo of agricultural interest and farm-life instruction and inspiration. Through it the larger agencies of the A. and M. College, the State Department of Agriculture, and the National Department of Agriculture could operate more effectively and successfully, and the interest aroused by these larger agencies could be husbanded, applied, and permanently continued. The work of the school could be correlated with the college, and many a boy and girl would be inspired by the taste of better things to drink more deeply at the larger fountain ever flowing in copious streams in their colleges and to prepare themselves for splendid leadership.

Such a school would become a county training school for the rank and file of the rural school teachers, in agricultural as well as literary subjects. The head of the agricultural department of such a school would be made the supervisor of agricultural instruction in all the public schools of the county, and in coöperation with the county superintendent, through instruction of the county teachers in the meetings of their county teachers' association, and through visitation of the schools with the county superintendent from time to time, could aid in creating a farm-life atmosphere in the rural schools and in bringing into them such simple elementary instruction in agriculture as would be made practical and effective through intelligent and interested teachers under intelligent instruction. It would be altogether possible and practicable for successful work in agriculture, cooking sewing, and other housekeeping subjects to be carried on under supervision of the teachers in the county farm-life school on a smaller scale in other high schools of the county, and perhaps in a number of the other public schools, especially in the local-tax schools with two or more teachers.

The whole lump would finally be leavened. Intelligence would demand and more money would command for country life, good roads, good schools, good churches, good vehicles, and the thou-



sands of comforts and conveniences that break up the isolation of country life and bring into it all the best of city life without its worst. Thus, indeed, by training the children to find and make the most of the countless treasures God has hidden in soil and stream, in rock and tree, in plant and air and cloud, would the country life be transformed into the ideal life, and country men and women enter into the rich inheritance prepared from the beginning for them—a healthful life of freedom, fullness, sweetness, peace, and beauty. Then will men desire it more, seek it more, and live it more contentedly and happily.

Some will say that the picture is overdrawn. Not so. It but inadequately portrays what we have already seen the beginning of in other favored portions of our own land. Only through the portals of such a school as we have endeavored to describe can our own country boys and girls enter into and possess this promised land lying all about them. Shall we provide it, or shall we not? The cost of the schools will be as nothing compared with the richness in money and in life that they will bring through the passing years. If we can but start them now and set them at their everlasting work, the battle will be won, for the people, seeing and enjoying their beneficent work, will be more able and more willing to give for their maintenance and enlargement as the years go by. These schools will become an organic part of the county school system, and will bind the farmers in interest and enthusiasm more closely to the whole system and make it easier to secure the means and the interest for the successful maintenance of the entire system.

County schools of this sort are in successful operation in many States of the Middle West. Perhaps the most successful are those in the State of Wisconsin, which are very similar to those provided for in this act for North Carolina. About ten years ago they began with one such school in Wisconsin. It took hold of life and conditions in the country as they existed, busied itself with the practical everyday problems and tasks of farm life and work and with finding practical and more profitable ways of doing these. It had to win its way slowly. The farmers of the county in which it was located had to be convinced of its value and necessity by results obtained, by the practical benefits they observed and derived from its work.

As the farmers of the county in which it was located saw and felt the uplifting and transforming power of its work in their homes and on their farms, they rallied enthusiastically to its support, and it became their pride. Farmers of other counties began to take notice of its successful work, and some of the more intelligent of them began to demand a similar school and to work for it. There are now twenty-seven of these schools in different sections of the State of Wisconsin. They form the most effective means for disseminating among the masses of the people a knowl-



edge of farming and farm life, that has been worth already millions of dollars in increased products on account of their improved quality; and Wisconsin has been transformed into one of the leading agricultural States of this country, though her natural advantages of soil and climate do not compare with those of North Carolina. What these schools have been worth in the transformation of the life in the farm homes, through the knowledge and training given to the hundreds of country girls in these schools, cannot be measured in paltry dollars. These schools, therefore, are no longer an experiment, but a demonstrated success in other States.

**The Demand for It.**—Forty thousand farmers, through the farmers' unions of the State, have asked for these schools, have indorsed this bill, and through committees of the State Farmers' Union earnestly presented to the General Assembly their request for its enactment. The teachers and county superintendents of public instruction of the State, by resolutions and committees of the North Carolina Teachers' Assembly and of the State Association of County Superintendents, unanimously asked for these schools and urged the passage of this bill.



# THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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*We sacrifice the genius of the pupil, the unknown possibilities of his nature, to a neat and safe uniformity, as the Turks whitewash the costly mosaics of ancient art which the Greeks left on their temple walls \* \* \* I believe that our own experience instructs us that the secret of Education lies in respecting the pupil. It is not for you to choose what the child shall know, what he shall do. It is chosen and foreordained, and he only holds the key to his own secret. \* \* \* If Love, red Love, with tears and joy; if Want with his scourge; if War with his cannonade; if Christianity with his Charity; if Trade with its money; if Art with its portfolios; if Science with her telegraphs through the deeps of space and time, can set his dull nerves throbbing, and by loud taps on the tough chrysalis, can break its walls, and let the new creature emerge erect and free,—make way and sing paean!—Emerson.*

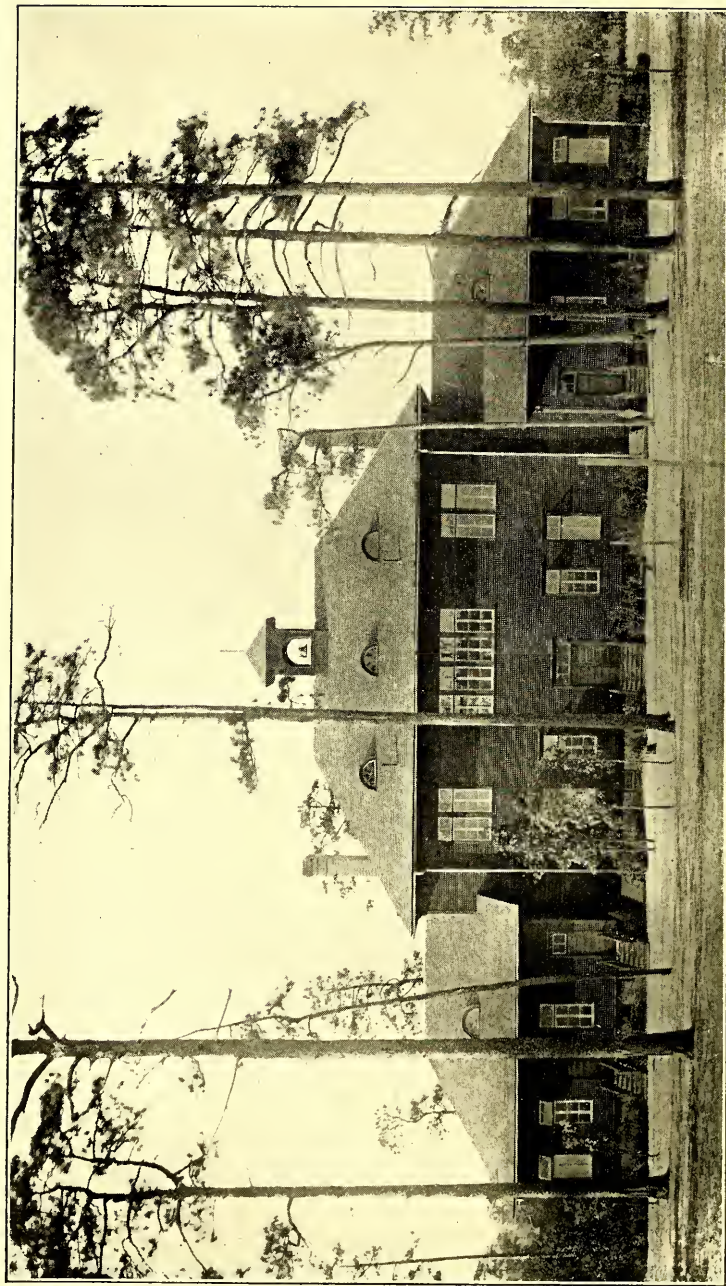
JULY, 1911.

## GENERAL ANNOUNCEMENT.

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THE NORTH CAROLINA HIGH SCHOOL BULLETIN will be published quarterly by the University, and sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It will be devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.





SOUTHERN PINES PUBLIC HIGH SCHOOL, MOORE COUNTY, N. C.

Why not make your school look like this?

For attractive appearance, cleanliness, and picturesque setting, the Southern Pines Public High School is not surpassed by any school in North Carolina. Note how the artistic effect is heightened by the clean grounds, a little shrubbery, and a few tall, graceful pines.



# The North Carolina High School Bulletin.

VOL. 2

FIFTY CENTS A YEAR.

NO. 3

## THE MISSION OF THE TEACHER \*

BY DR. FRANCIS P. VENABLE

President of the University of North Carolina.

"I magnify my office." These were the triumphant words of a man who had turned from a career promising much of preferment and gain, to take up one which involved toil and privation and personal danger and suffering. Instead of the brilliant lawyer and public citizen which he might have been, he had spent his strength as an humble preacher of the truth, a teacher of those who lay in darkness, and judged by all ordinary standards his life was a failure. But he rises above the discouragement of the surroundings, the lack of appreciation of his work, the apparently scant success, and cries with magnificent confidence, bred of a belief in the value of his work: "I magnify my office." Paul had taken the right perspective of his work and seen things truly and in their just proportion. The judgment of the centuries reverses that of the blind ignorance of the time and makes it clear that his was the grandest work of all the ages and he himself no weakling, no mad enthusiast, but one of the freest, truest, and most useful of mankind.

My fellow teachers, I do not purpose this evening to weary you with platitudes about your work nor to indulge in a complacent summing up of the many excellencies of your profession. Such self-laudation on our part would ill befit so high a calling and rather prove that we had not magnified but mistaken our office.

But I propose pleading for a proper perspective, a juster sense of the eternal fitness and proportion of things. I know that I speak to some who are bowed down with discouragement and the sense of failure; who feel that their labors are not measured justly by the world's standard; who struggle not only with a lack of appreciation but wage a bitter and sometimes a losing warfare against poverty and want. The

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\*An address delivered before the University of North Carolina Summer School, June 21, 1911.

years pass and the blossom and the flower of life fade and no return seems brought to us for all our strivings. Oh, my brother and my sister, in this summertime between the months of our labors, let us strive for a juster perspective of our work, a truer knowledge of what we are and what we should be, and through the elbow-touch of fellow soldiers take heart of hope for the months that may lie before us.

Among the false standards by which we and our work are most often measured is that of the money value. It is not surprising that this should be appealed to. The glittering coin has been the arbiter of value for so long in this slow-learning world that it seems impossible for it to understand how the riches of the world may fail to out-balance one common possession of us all, the soul, which some handle carelessly, and the very existence of which is denied by others — so intangible, useless, and valueless does it seem. I do not mean by this that the money standard is to be despised as valueless. It has its appropriate place and we are forced often to appeal to it, but the proper perspective must be maintained and the penny must not be held so close to the eye as to obscure the stature of a man, blind us to the glories of a sun, or hide from us some of the eternal varieties of God's kingdom. The choice is put to many of us: Will you use your knowledge or your training so as to secure for yourself ease of living, freedom from the cares of the poor, and a taste of those pleasures which wealth can bring, or will you struggle on, underpaid and unappreciated, poorly clothed and fed, sometimes with the heavy burden of seeing those whom you love and whom it is your pride to support, deprived of simple pleasures or even actual necessities, suffering all of this for the sake of some high-strung, perhaps mistaken, ideal of service? Are there not great things to be accomplished by wealth? Is there not in this also, great service for humanity? Such questions as these we ask ourselves and I can find in my heart no word of blame for those who yield and persuade themselves that they have higher calls. Often they still do good service and are not lost in the ease of the lessened struggle. Sometimes the softer, easier life robs them of all the high endeavor for right and noble serving.

Do not misunderstand me. The laborer is worthy of his hire, and often the hire is far from worthy of the laborer. If it should come about that the laborer is appreciated at more nearly his true value, the higher reward is his by right of service.

But I insist upon it, the point of view should be one of duty and of service and not one of money and of ease. The question one should put to himself is rather where and how can I make the best use of my one poor talent, or of my five, which shall some day be required of me with interest — how can I be of the greatest service, rather than how can I earn the largest number of dollars? Neither you nor I make the mistake of thinking it easy to look at our lives from this standpoint. It is not easy — it is very hard — but it is the truest and manliest view. Even this blind old world wakes up to that at times and recognizes in some humble, self-denying man or woman, who “hath done what she could,” its noblest and its best. See the honor that is being done in these days and in this State to Calvin H. Wiley because he loved the children of the State and labored for them without thought of reward, laying the foundation of that system which to-day reaches hundreds of thousands of our children till none need be without light. Mankind delight to honor a Liebig who gave to the world his great discoveries and refused to reap the benefits which might so easily have been his own. I am free to say that I would rather be instrumental in moulding one human mind, in training one strong brain to use its God-given powers, in loosing the shackles of ignorance that bound one hopeless prisoner, in leading one child upward to the light, than to earn thousands by some discovery, or merely heap up in any way piles of metal, even though it be silver or gold.

Let us go back to the beginnings, my friends, and test this question by the touchstone of a mother's love. No false glittering stuff that is not gold can deceive that test. What would that first and best of all teachers, a true-hearted mother, take in exchange for the right teaching of her little one who stands at her knee? Would she dare to weigh against it any amount of money or ease or comfort? Could you bribe her by any

gift to leave that little one untaught? And she is but the type of the true teacher who loves his work and is proud of it and is not merely working for his hire, though hire is necessary and good hire is very pleasant.

When the penny is withdrawn from the eye and the money value sinks out of view, the teacher stands appalled sometimes at the vision of the great issues of life which are placed in his hands, the making or marring of that which is a copy of the divine image, bestowed upon man in far-off Eden.

Do I magnify my office? Rather let me ask, can I magnify my office by any words or comparisons when one takes this sublime view of the training of a human mind? If you will but take this view, I hold that there is much in it to bring comfort amidst great discouragement. Some of us doubtless feel that our facilities are altogether inadequate for the best work, our surroundings uncongenial, our tasks too heavy, and our pay too little. Perhaps we think ourselves fitted for higher things and that the world does not place the proper estimate upon us. These things may be true or they may not, but certainly the brooding over them brings no happiness, and the only road to happiness is in doing our present duty thoroughly and well. For your pleasure should be that of the perfect workman who finishes to the highest polish that portion of the great cathedral which it is his crown of rejoicing to know that he has been thought worthy to build, even though he put his labor and his life into the polishing of but one of the stones, leaving to the Great Architect the assignment of the parts and the harmonizing of the whole into its wondrous symmetry. The cathedral would not be complete without the stone he spent his life in polishing. It may not have been the corner-stone nor the key-stone of the arch. It is enough to know that it was needed, and it will be a glorious thought that the work was well done.

Literature does not lack for accounts of teachers who have thus magnified their office. I need scarcely remind you of Socrates, of Epictetus, of Froebel — the lover of children — and of Thomas Arnold — the great master of Rugby. And there have been countless others as to whom the pages of history have been silent, but those whose lives have been

"The sweet presence of a good diffused  
And in diffusion ever more intense."

These belong to that

"Choir invisible  
Of those immortal dead who live again  
In minds made better by their presence: live  
In pulses stirred to generosity,  
For miserable aims that end with self,  
In thoughts sublime that pierce the night like stars,  
And with their mild persistence urge men's search  
To vaster issues."

I know one such, the teacher of my youth, and, next to my own father, the model and inspiration of my own life as a teacher. "Words have scant meaning," and they do not flow easily for me as I attempt to describe to you my loved and revered master. He was every inch a man, erect and soldierly, for he had fought bravely for his country. He showed a quiet dignity and a thoughtful gravity, to lighten which into an affectionate smile was one of our most prized rewards. Himself the very soul of truth and honor, he taught us to scorn all lies and subterfuge. Impurity and malice found no harbor in his heart nor ever crept into his words. Firm in the maintenance of law, just in all his dealings, merciful where mercy best conserved the ends of justice, we feared his anger, but loved him for his truth. Is it strange that the gracious memory of such a man should linger in the hearts of his old boys? Can the influence of such a character upon the plastic young minds brought into contact with it ever be fully traced or estimated? I tell you that one of the sweetest guerdons which the years have brought to me has been the kindly smile granted me by this, my dear old teacher, now crowned with whitened hair, the old man's crown of glory, when I have brought to him for his approval such few successes of my life as I hoped were worthy. And each time has come back to me the vision of the little old school house, and the small urchin standing before the teacher's desk, with a slate all covered with laboriously scrawled examples, waiting hopefully for the same smile which was the signal of success and of release for home. And so, some day, must we all stand, with slates most painfully wrought over, at the feet



of the Great Teacher, and wait for His glorious smile and the glad reward: "Well done, thou good and faithful servant."

A few years ago one of the great teachers of the University finished his course, having fought the good fight and kept the faith. I refer to Professor John Manning. Many of you know the grandly simple character of this man, his nobility of soul and perfect courtesy. One of the truest and most tender-hearted of men, he was a rarely perfect teacher. He loved his students. They were his "boys." He gave them freely of his learning and of his strength to teach them. His great heart went out to them in their troubles. He was their adviser, their friend, their helper, and in the end he gave his life for them. He sought no gain, accumulated no wealth. He scorned all lies, hypocrisies, and petty meannesses and taught his students to do so. He followed these young men with the keenest interest out into the busy jostling world, rejoiced in their successes and sympathized with them when they suffered from the "world's rude buffetings."

Was the career of this teacher a failure, whose life and teachings had served to mould and strengthen the character of hundreds of young men, and through them to elevate a great profession and a great State, because its cash value seemed to be represented by a few thousand dollars of insurance money? I pity the man who can think such a thought, one so blinded by the "glitter of the guinea," so besotted in the greed of gain that he cannot truly measure the beauty and the glory of such a life. The poor whom he had helped, the pupils whom he had taught and befriended, the friends who knew and loved him, the strangers who had but heard of him yet respected him; all these, numbering hundreds and thousands throughout this broad State, bowed in sorrow when the news of his death came, and paused a while to do him reverence.

"I would die the death of the righteous  
And may my last end be like his."

Herein, my friends, lies your exceeding great reward. To drive away the ignorance and the darkness by your teaching is a noble work, and, nobly done, it brings a grand reward.



How little will seem some day the trials and discouragements, the slanders and misunderstandings, which once almost made us to faint, when, in the light of that day, we shall see unrolled before us the glorious results of even some little effort at doing our whole duty. A sculptor models in the plastic clay or carves by sharp incision in the yielding stone the vision of grace and beauty which has filled his soul. There is but one vision, however, and it stands immobile and immutable through the ages. The painter has his colored oils and canvas, and fixing there a beautiful conception, leaves it for generations of men to admire. The teacher deals with a more wonderfully delicate and receptive material. Plastic young minds can be moulded into nobility and beauty itself. Truth and honor can be instilled into the child. The seeds of great thoughts can be planted and the fruitage is a grand and useful life, which will influence other lives through the generations and the centuries. The vision of grace and beauty has been carved in a warm and living soul. Perhaps we have slight skill in thus imparting the vision of the beautiful and the good, but there is much comfort in the thought that some hearts may hold our teachings in loving remembrance and that some lives have been lifted upwards towards the light.

Now, as to this sordid view of the money-value of life, if the teacher should in his own view of life relegate the money standard to a subordinate place, it is also his duty to instill into the minds of those whom he teaches the same juster, broader view. Such teaching was never more needed than at present. The enormous material development of our country in recent years, the rush of our own State into manufacturing and industrial life, into money-making and feverish speculation, bring grave dangers which must be wisely met or they will overwhelm us. The restful peace and dignity and beauty of the life under the old conditions is rapidly disappearing. The unfailing consideration and courtesy which was once the mark of every gentleman is now spoken of as "of the old school," and the name carries with it a world of meaning. Our world has become desperately restless and is hurrying so fast to secure the ever vanishing dollar that it cannot stop for gentle courtesy or kindly thought of

others. No longer is a man "a man for a' that," but the guinea's stamp is now the all sufficient requisite.

In this hurry to grow rich our young men are hastening out into business or manufacturing or some one of the professions with the scantiest training with which they can possibly get along. As for education, they have none. Of the history, the language, the literature of their race, they know little or nothing. The great past is practically a blank to them, and the promise of the future means nothing unless they can translate it into dollars and cents. Man's philosophy, his high and noble thoughts, his discoveries as to the nature of the world in which he lives, its wonders and its beauties, unless they bear upon the comfort of their lives might as well be sealed mysteries still, so far as they are concerned. It is the toiling, money-grubbing present alone that interests and occupies them. They have determined to go forth with their muck-rakes and do not care whether their eyes are lifted above the little heaps which they are gathering.

What a pitiful spending of man's great powers of mind and soul. Be the muck-pile small or great, the best and highest powers have been sacrificed for its gathering and the brief span of life recklessly thrown away. The teacher can do much to stem this tide. Those are beautiful and memorable words which were uttered as his ideal for the University by its honored president, Dr. Alderman, now serving in another state. I repeat them here because they can be applied by each teacher in his work, and striving for such an ideal must restore a truer equilibrium.

"I have an ideal for this University. My desire would have it a place where there is always a breath of freedom in the air; where a sound and various learning is taught heartily without sham or pretense; where the life and teachings of Jesus Christ furnish forth the ideal of right and true manhood; where manners are gentle and courtesies daily multiply between teacher and taught; where all classes and conditions and beliefs are welcome and men may rise in earnest striving by the might of merit; where wealth is no prejudice and poverty no shame; where honorable labor, even rough labor of the hands, is glorified by high purpose and strenuous

desire for the clearer air and the larger view; where there is a will to serve all high ends of a state struggling up out of ignorance into general power; where men are trained to observe closely, to imagine vividly, to reason accurately, and to have about them some humility and some toleration; where, finally, Truth, shining patiently like a star, bids us advance, and we will not turn aside."

A last thought that I would leave with you is that it is a part of your mission to set men free. In fact, in one way or another, this thought runs through the story of your striving. Men speak of political freedom and patriots have struggled to free their country, but this kind of freedom means only a change of yokes and masters. For man must be governed in some way to insure the public good. A constitution is substituted for autocracy; a many-headed majority for one king; a ruler chosen by the people for one foisted upon them through some fancied right or sheer might. But he who teaches the truth brings into the world the only breath of freedom which it knows, releasing those who find wisdom from tyrannies more enslaving and degrading than a mere political tyranny.

Across the front of the chief building of a great university are inscribed the words of the Master: "Ye shall know the truth and the truth shall make you free," and no more appropriate, grander words could have been chosen for those who teach and those who sit at their feet to learn. Teach the truth and the slavery of ignorance disappears, the bondage of superstition and error is broken, the selfishness and narrowness of petty ecclesiasticism and bigotry are done away. All of these together with all that degrades, or dwarfs, or poisons in any way the sweet waters of the fountain of human liberty shall vanish away as the noisome mists are dispersed by the rising of the glorious sun. Teachers of the truth, it is the truth alone that can make men free, and into this truth it is your high privilege to lead them.

And so, I magnify my office, and I love to think that I, too, may be counted among the army of busy workers whose loving service is the uplifting of a world.

## FREUD'S THEORIES OF THE UNCONSCIOUS\*

BY H. W. CHASE, PH.D.

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Once upon a time it was the fashion to demonstrate witchcraft by sticking pins into the unlucky suspect. If any spots were found that appeared insensitive to pain, the unfortunate was forthwith declared a witch, with dire consequences to herself. Now-a-days such anesthetics are recognized, not as signs of a compact with the devil, but as symptoms of that mysterious disease of personality, hysteria.

This reversal of the point of view is typical. We have come to look upon many phenomena that were formerly ascribed to supernatural agencies—crystal gazing, second sight, hallucinations, double personality, possessions, ghosts, even mediumship—not as manifestations of supernatural powers, but as due to an abnormal condition of mind in the subject. In less enlightened days the Miss Beauchamp of whom Prince tells us in his "Dissociation of a Personality," who was several personalities by turns and had, as a rule, as one personality no recollection of the acts she performed as another, might have been burned as a witch. To-day she is a problem for the psychologist.

As knowledge of the psychological nature of such abnormal phenomena has grown, the need has increasingly been felt for some comprehensive explanation of their character. Here, for example, we have a girl (in a case reported by Janet) who has nursed her mother through a painful illness from consumption, resulting in death. The poverty of the family would not allow her even proper nourishment for her suffering mother. Her grief and despair may be imagined. But after the funeral she has apparently forgotten the whole series of events; the entire "complex" has dropped from consciousness. She is bewildered by any mention of the circumstances. But, on occasion, she falls into a trance-like state, in which she rehearses the circumstances of the illness and death of her mother with the utmost fidelity. And then, suddenly, she is normal again, but again she has no recollec-

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tion of the crisis through which she has just passed. Here is a series of events apparently split off from her conscious personality altogether, yet instinct with energy that at times brings it to the surface. Here is another historical patient who has forgotten all about the shock that the physician suspects must have occurred as the starting point of her disease, and yet in hypnosis the whole thing comes out as vividly as ever. Consciously it could not be recalled, and yet it was existing and working; for it is a peculiarity of such split-off complexes that they may cause all sorts of conscious disturbances, though the patient himself has forgotten all about the event which started the disturbances, or sees no connection between it and the disturbances which it has set up. Here, for instance, in a young German girl (the classic case of Anna O. reported by Breuer and Freud), well educated, knowing some English, yet not using it as fluently as German. At a certain period in her life she suddenly becomes unable to speak or read her mother tongue, and is obliged to use English altogether. Finally, in a hypnoidal state, she remembers that, once while she was watching by the bedside of her father, she was frightened by a sudden hallucination. Terrified, she tried to pray, but all that came into her mind were the words of an old English nursery rhyme. The shock, and her manner of reaction to it, caused her to forget her German, and to retain only the English, which had come to her aid at this critical period. There was no connection in her mind between the shock and the disturbances which it had left behind, yet the association, though not a conscious one, had been set up somewhere, somehow.

But all this is abnormal. We do not have to go so far afield to see instances of the same mysterious workings. Who of us has not had the experience of giving up a knotty point in despair for the time, to come back to it and find that our ideas had somehow fallen into place, had apparently worked themselves over without our help? Or how often a name that we have tried unsuccessfully to recall pops into our mind in the midst of some other train of thought. In such cases we have not been dealing with conscious activities as we know them. What has been the process? What has been going on?



It is such considerations as these that have led to the building up of theories of unconscious action, which fill out the gaps in our conscious life. By unconscious action we understand action which goes on without our being aware of it, and yet which seems intelligent, adapted to a purpose. In short, it is activity which is hard to differentiate from conscious action, except in its lack of this very property of awareness. Most psychologists to-day admit that activities which are more or less like conscious activities go on under the threshold of consciousness; but the orthodox psychological explanation is that they are mere physiological activities, complex changes in the neurones, and that there is nothing mental about them. The brain itself is so complex, they say, that there is no need of supposing that we really think and feel unconsciously, all that occurs is a change in physiological arrangement. The mental and the conscious are co-extensive terms. On the other hand, those who have dealt most with the abnormal phenomena, and are less at home in the field of pure psychology, see in such conscious activities something mental as well. The phenomena are so complex, they say, that if they occurred in an animal, for example, we would unhesitatingly call them mental. They are of course physiological, but it is hard to explain their apparent intelligence without supposing that they are mental as well. The conflict is very like that now waging between the two schools of animal psychologists, those who would reduce everything in the life of the animal to a series of mechanical reflexes, and those who look for signs of conscious intelligence. Like this conflict, too, it is one which can never be decided by introspection, it is only as results accumulate that the balance will swing to one side or the other. In accordance with the law of economy that regulates scientific thinking, it would seem that such activities ought to be explained in physiological terms if it is possible to do so; in this case the question becomes: Are they too complex to be so explained?

The thing of all others most needful here, then, would seem to be more evidence as to the nature of such unconscious activities. Such a body of evidence has been brought forward



by Professor Freud, of Vienna, whose work is just beginning to be known in this country. Professor Freud is primarily an alienist, a former student of Charcot at the Salpêtrière. In the course of a long practise with neurotic patients, he has arrived gradually at theories of the mechanism of the unconscious, which, if they are substantiated, will go far to revolutionize present psychological conceptions.

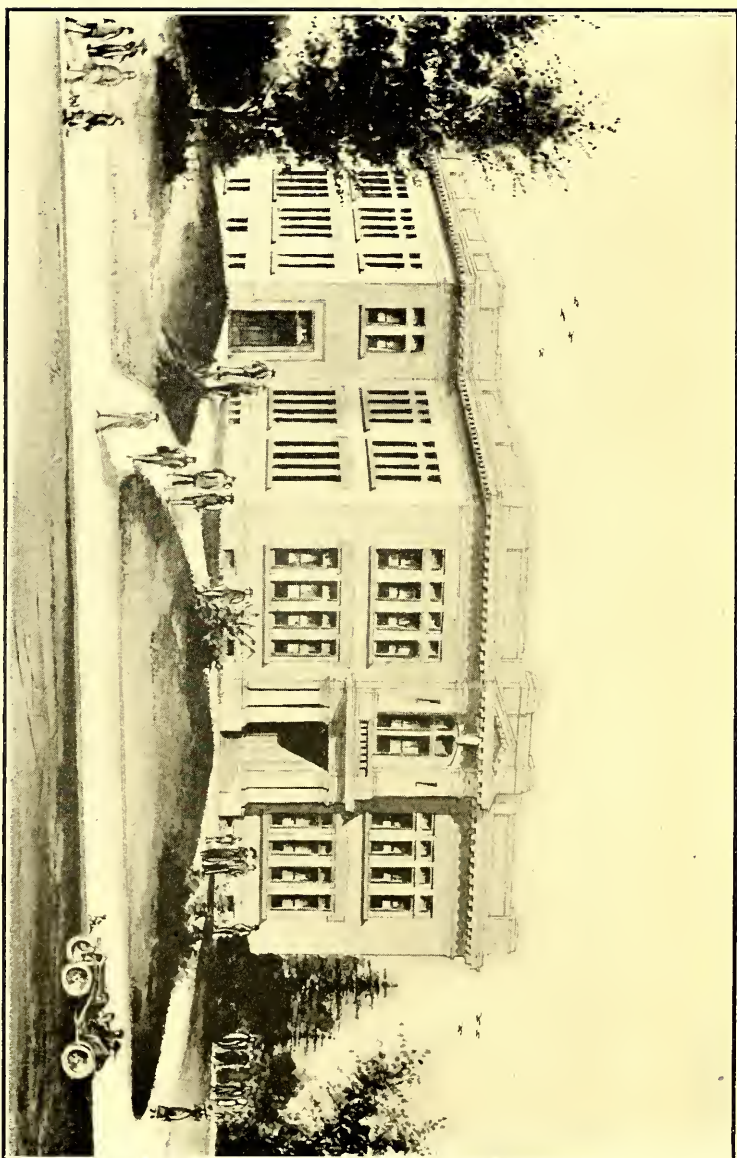
Freud's theory is unique in that he supposes the region of the unconscious to be built up of two distinct layers, and that he would explain all the facts of unconscious action as due to the interaction of these two layers.

The upper layer is a sort of vestibule to consciousness. When, for example, as in the case cited above, we try in vain to recall a name, and later find it coming of itself into consciousness, Freud would explain the case as follows: The train of conscious activity set up by the effort has, as soon as attention was turned away from it, sunk below the threshold of consciousness. But it does not at once die away. The activity rather goes on exactly as though it were in consciousness, new associated connections are made, and by and by the associative train succeeds in reaching the name of which we were in search. This now appears in consciousness, seemingly out of all associative connection, and yet a train of association has led to its discovery, only it was a train of unconscious association. So during the day we break off scores of trains of thought without carrying them to a conclusion, because they are too trivial, too complex, too unwelcome, to occupy the mind further. Such trains of thought drop below the threshold, and there may form new associative connections. If these are strong enough, they may again appear above the threshold, apparently without cause. If such connections are not formed readily, the activity may die out without effect. Or such a train of thought may form still other associations, and sink to lower depths of the soul, still to be considered. This upper layer of the unconscious, then, which we find in Freud's theory, is very like the usual sense in which the word "unconscious" is used, especially by those who would see something mental in its activities.

But the unique contribution which Freud has made to the

subject is in his theory of the lower layer of the unconscious, which is in many respects totally different in its structure and activities from the upper layer which we have been considering. In order to see his conception more clearly, let us follow for a moment the development of the individual. We all know that the child exhibits many tendencies which in the adult would be signs of criminality, insanity or abnormality. Our conscious personality as it exists to-day is the result of a long process of growth, each stage built on the ruins of the one beneath. The child is savage, primitive; it is only by degrees that he becomes adapted to the restraints of our modern civilization, and represses his old activities. But now, says Freud, such repressed activities leave their traces behind. They may not seem to affect us consciously; we may have even forgotten many of the old ways of thinking and acting, but their traces still exist. What has become of the energy which went to the gratification of our old selfish, individual, feral, modes of thought and action? With most of us the energy has found for the most part new outlets, it has produced the motive force for new developments. It has been "sublimated" to higher uses. But the draining off of the energy from the old modes of action has not been complete. The old primitive tendencies still persist unconsciously in the best of us, and will crop out in some form or other if the provocation be sufficient. We have repressed our childish desires so long that we may have forgotten that they ever existed, but yet they are not quite dead. Particularly is this true in the realm of sex—for Freud holds that the child has a sex life of his own as truly as the adult. It has, to be sure, not yet come to a head in the sexual organs, but it is none the less existent, and in ways which in the adult would be called perversions; which, indeed, if not repressed, are the origin of perversions in later life. Now these old ways of sexual satisfaction are usually repressed under the influence of the environment, yet the tendency to their gratification still exists; we may see it cropping out in the most normal of us in dreams, for example. The energy that went to the satisfaction of such impulses has for the most part been drained off into new channels, but a little of it still re-





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mains locked up with the old complexes. Perhaps none of us have as much energy at our disposal for mental work as we ought to have, for some of it is still attached to old outworn tendencies, making it a little easier and a little more possible for them to come into operation under favoring circumstances than for new tendencies so to do.

Now, for Freud, it is of just such cast off complexes, each with its own complement of energy, that the lowest level of the unconscious is made up. All the unethical acts and unsocial ways of thought of the child, repugnant to us to-day, still exist in the lowest dark chamber of the soul, not strong enough to break out into action, but alive. It is the penalty which we pay for our civilization, that it imposes standards of thought and action which are foreign to the deepest tendencies in us, modes of life of the cave-man and the ages before civilization, which have left their marks on the soul forever. And for all of us there has been some strain in adjusting to its requirements, resulting in the abandonment after a struggle of the old racial ways, and the substitution of newer and more ethical modes of action. But a part of our personality still remains in the troglodytic stage. We may not allow this part expression; we may not even be conscious that it longer exists, and yet it lives and works below the threshold, just as the remembrance of the death of her mother still affected the girl, though consciously it had lapsed. With the split between childhood and adolescence, the chasm between the old and the new becomes still wider; we turn our back more and more on the old ways; they lapse from consciousness more and more completely. Childhood seems a little alien to all of us; there has been a "transvaluation of all values" so that the remembrance of how we thought and felt then comes to us with the mark of a little strangeness upon it. It is strange just because we have cast it all out, we have "put away childish things." But in the dark limbo of the unconscious they still live on, unconscious though we may be that such is the case. The lowest level of the unconscious is thus far removed from consciousness in its modes of functioning. The conception that such tendencies still



function, still need continual, though not conscious repression, is the essential point here.

But now what is the mechanism that prevents us from knowing that these old tendencies are still striving upward toward conscious expression? Consciousness is guarded from a knowledge of their existence and their activities, holds Freud, by the interposition of the upper level of the unconscious. This acts like a censor, a guard at the gate, and will not admit to conscious expression these outworn complexes, because of the pain which they would cause us if we were compelled to take account of them in our thinking. It would require too much energy consciously to keep them down; so it is the function of the upper level of the unconscious to save consciousness all this trouble, and to leave it free for other things. This it does, in ordinary circumstances, so well that we are not even aware that any repression is going on, or, indeed, that there is anything to repress. We have repressed our old complexes so long and so well that the act of repression has dropped below the conscious level; we are not aware of its existence. But, on the other hand, it is continually going on, for the old complexes are always striving up to expression. And so the system of energy in the unconscious is a two-way system; the upper system keeping down the lower. If this be true, how different is our mind from the report which consciousness gives us. Outwardly, all is calm and placid, and yet beneath the surface is the mighty conflict always going on. We are like citizens sleeping in security while outside the gates the battle rages hot between our protectors and our enemies. Fortunately, it is our protectors who are usually victorious; the repressive force of the upper level is strong enough to prevent the emergence of the denizens of the lower stages. But this is not always so. Occasionally the assailants find a breach in the fortifications, or a weak spot in the line of battle, and echoes of the conflict come to us within.

To abandon figures, the lower level of the unconscious may, under certain circumstances, win a partial victory, and some feature of the old complex may arise in our minds. This may happen in the following way: Suppose that a train of thought



broken off during the day, and sinking to the upper level of the unconscious, works out there to a conclusion which permits it to be brought into associative connection with one of the complexes on the lower level. The whole process has been unconscious; we are not aware that such a connection has been made, and yet in the trivial event of the day there has been some element, some common feeling tone, some phrase, some suggestion, which is like enough to the old complex to form an associative connection with it. Suppose that during the day we express some concern about the health of a near relative, and, in the pressure of work, forget about the matter. Under the threshold, on the upper level, this train of thought may spread further. Now it is one of the traits of children that they have at first little sympathy and love for their younger brothers and sisters. It is not uncommon for them to express a wish that they would die, that they might have more attention from their parents. For death for the child means of course only absence; he has no conception of its real significance. But such an idea is foreign to the adult mind; it has been so repressed and was expressed at so early a stage that we can hardly realize that it ever existed. However, on Freud's theory, it still does exist, and is continually being repressed by the upper levels. Suppose now that the train of thought having to do with the health of the relative in question works out to a conclusion below the threshold which tends to call up the old complex. This is at once given new energy, its repression is more difficult. And yet it does not emerge consciously. But at night, when the inhibitions are down in sleep, when the repressive force is not quite so great, it makes a supreme effort, and gets through—in a dream. We may awaken terrified from a dream of the death of the same relative who caused us the concern during the day; what gave the motive force to the dream was the old childhood complex, which in this case has, by the help of the new energy, succeeded in breaking through into consciousness. For Freud, the motive force behind the dream is always that of some old complex in the depths of the soul; the dream is a deeply significant revelation of the true nature of our unconscious life, to him who knows how to read it.

This last qualification is important, for it usually happens that the inhibiting force, though not able to completely prevent the emergence of the buried complex, distorts it almost beyond recognition, so that the dream seems to us absurd, disconnected, void of all meaning. This distortion is sometimes so complete that there is only here and there a hint of the true meaning of the dream; it seems to be made up of trivial events of the day alone; but in such cases close examination will show that rational association of such events has been carried on through the complex, which has served as the connecting link and given new energy which permits the trivial events to recur in the dream, though openly the complex does not appear at all. Such was the dream of the woman who saw her nephew lying dead, and yet felt no grief. Now it chanced that on the day before, she had bought a ticket to see her lover, from whom she had parted, in a public performance, and was looking forward eagerly to the event. Some of the details of the dream seemed to suggest that there was some association with this fact; and, indeed, it was found on analysis that the last time she had seen her lover was at the funeral of another nephew. It was as though she had said to herself, "If my other nephew dies, I shall see him again." Do we not perhaps see here the activity of the old childish way of thinking that would sacrifice anything for a moment's happiness for the individual? And yet that complex had not appeared at all in the dream as such. It is thus Freud's thesis that the dream never says what it means, that it is the product of a compromise between the two systems of energy. The complex is distorted in getting around the censor, and thus there arises all sorts of symbolic and indirect ways of expression; the complex is only alluded to in the dream in allegorical ways, or under cover of the trivial events of the day that stand in connection with it; it is not expressed directly. Blood and fire in dreams may appear as sexual symbols; the symbolism may be very complex, as in the case of some of the symbols of primitive man; associations may be determined in the most superficial ways; for example, one person may stand for another in a dream on no more basis of identification than that both wear eyeglasses. The com-

plex makes use of any possible associative connections in order to utilize a little energy to strengthen itself. And it is, of course, also true that the more indirect and symbolic the associations, the less likely we are to suspect the complexes which are manifesting themselves through them, and so much the more likely will the complex be to avoid the censor. It is as though the complex, in its mad desire to escape, disguised itself and slipped around the back way. It succeeds in escaping, but its disguise alters it so beyond recognition that even its best friends will not recognize it.

Thus in the dream we see the conflict of the two systems of energy, and, if we are skilled, we may even interpret the signs as the woodsman would do, and to tell what complex has passed that way, and how it was clad. For the first time the psychology of dreams is thus given a coherent setting, which shows it as a type of activity not foreign to our usual modes of thought, but of one piece with them. For the dream is only one illustration of this conflict. What, says Freud, are the symbols of the artist and the poet but just such disguises, the product of the conflict in his own soul between the primitive and the civilized ways of thought? Other observers have already shown that the root of art is sex; here we see that it is through the symbolism of a sex-conflict that it develops.

Now, suppose that the complexes are a little stronger, have not been as well suppressed as in the normal individual; in such case they may break out as hysterical symptoms or obsessions—yet the emergence is not complete, though more complete than in the dream, for the individual still has gaps in his conscious memory with regard to the ways in which the complexes are connected with its symptoms, or he may have forgotten the origin of some of his symptoms altogether. And yet in every case his neurosis goes back and roots in the strength of just such complexes, which have seized on events in his adult life somewhat similar to them in nature, and through the breaches thus made have burst forth into a real, if detached, life.

Shocks, traumatic experiences, cause forgetfulness and splitting of personality, on this theory, because they resemble

sufficiently in some respect the old childhood complexes, and these latter are for one reason or another so strong that the experience forms its associative connections with the older complexes, and not with conscious personality. So it drops below the level of consciousness, to in turn strive to rise to the surface. The hysterical symptom is then a symbol of the conflict between the two tendencies. If there were no conflict the old complex would emerge wholly; that it emerges in indirect and symbolic ways is additional proof of the conflict which is going on. One must, then, have reached a certain stage of ethical development, must have repressed old tendencies, in order to develop a neurosis.

It is of course true that this repression of the lower by the upper is in general good for the organism; it is well that consciousness should be left free. The fact that it miscarries at times and a neurosis or a nightmare ensues is only because of the relative strength of the complexes, and not because of a defect inherent in the system itself.

Thus for Freud the most real part of the drama of the soul goes on behind the scenes. Most things that we think we do from conscious motives, most of the thoughts that come into our minds, are but the surrogates and the symbols for the processes that go on beneath the threshold. Ideas are so censored before they get admission to consciousness that we have often little notion of their real nature, and can only wonder that the apparently meaningless idea should haunt us so.

If these conclusions are substantiated, we seem to have a new light shed on the old question of the unconscious. It becomes for us the most real part of ourselves; the expression of our deepest tendencies. It is a realm far larger and far deeper than consciousness; it holds secrets that we thought lost forever. The psychologist would explain the unconscious from the nature of consciousness; Freud, on the other hand, explains consciousness from the nature and function of the unconscious.

The assertion that much of our thinking is symbolic in its nature, due to the fact that it serves as a sort of safety-valve for the escape of our repressed complexes, is of course a problem which can never be solved by appeal to consciousness

alone. And it is so with most of the other positions which Freud has taken; we are following pathways where introspection is no guide. Thus he would have us shift the emphasis in psychology from a study of consciousness over to a study of the unconscious. Consciousness, for him, is but the surface; it is in the depths below consciousness that true reality is found.

We may then sum up the contribution which Freud has made to the psychology of the unconscious as follows: He has supposed that the unconscious consists of two streams of tendencies, or energy, one stream striving to revive all the time experiences which would be repugnant to us, and which we have outgrown, and the other striving to check the revival of such tendencies. As a result of this conflict we have introduced into our thoughts and acts, especially in conditions when barriers are somewhat down (as in dreams, lapses, neuroses, reveries), a vast deal of the symbolic and the indirect methods of presentation.

Now is such activity as we have been considering mental in its nature—are the unconscious associations and connections of which we have been speaking really associations and thoughts that go on underneath the surface? Or are we dealing with a very complex degree of nervous activity, and with that alone? Freud nowhere states his own position definitely, though it is perhaps too easy to accuse him of leaning toward the mental interpretation. What he has done is rather to open up new lines of approach to the problem, to give us a consistent and closely reasoned interpretation of observed facts. Psychologists are beginning to recognize that, right or wrong, he must be reckoned with. He has given a stimulus to work along this line that may go a long way toward the ultimate solution of some of our baffling psychological problems.



## REPORT OF THE COMMITTEE OF THE NORTH CAROLINA ACADEMY OF SCIENCE ON SCIENCE TEACHING IN NORTH CAROLINA

W. C. COKER, PH. D., CHAIRMAN.\*

In accordance with the instructions of the Academy the Committee on Science Teaching in North Carolina respectfully submits the following report:

The difficulties in the way of thorough and efficient Science teaching in North Carolina are realized. Some of these are inherent in the social and industrial conditions now prevalent in the State and can only be removed through the gradual but certain progress in means and culture the future will provide. Others are adventitious and may be overcome, we believe, by the enthusiastic and judicious effort of those concerned in the improvement of educational methods.

At the beginning of our inquiry the obvious fact appears that one cannot have good teaching without good teachers; and the immediate and pressing question should be, How may better teachers be secured?

In the first place they cannot be secured without sufficient pay to attract and hold the superior men and women — pay that will enable them to look forward without injustice to themselves to making educational work the serious business of their lives. Essential as this point is, it is unfortunately the most difficult of realization.

The State has not yet realized, and will not for a long time completely realize how utterly unworthy it is of a civilized people who give more care to the choice and remuneration of those who keep their books and counters than of those into whose hands is placed that most sacred of all responsibilities — the development of the minds and characters of the children. To be content for long with such a condition would be an utter negation of reason.

Next in importance to a salary that will attract the best teachers is the preparation and training that will fit them for the best work. On account of the long established demand

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\* The Committee consists of W. C. Coker, University of North Carolina; Collier Cobb, University of North Carolina; C. W. Edwards, Trinity College; E. W. Gudger, State Normal College; Geo. W. Lay, St. Mary's School; F. L. Stevens, A. & M. College. and H. V. Wilson, University of North Carolina.



for such work the preparation of teachers for the languages and humanities has been brought to a much greater state of perfection than in the case of the sciences. But the demand for the teaching of science and nature study in the primary and secondary schools is growing rapidly and from the nature of the times will continue to grow and become more insistent.

The preparation of teachers for the study of nature in the grammar schools is in the worst case. If there is to be graduated this year from any of the institutions in the State a single person who is prepared both in the matter and pedagogical methods of nature-study teaching we do not know it. This is a real and very present imperfection, and this Academy strongly urges the educational institutions to meet the demands of the case.

So far as the schools are concerned no opportunity should be neglected to urge upon them the importance of nature-study work in the grades. To the great number of children who do not enter the high school and to the large number of high school students who do not take science work there is left only the grammar school for a glimpse into the secrets of that great world of nature that will drive them or be commanded by them according to their light.

In regard to the preparation of teachers for Science work in the high schools there is also much to be desired. There is good work done in Science in all the higher institutions, but with some exceptions this work has heretofore been directed more particularly either towards general culture or to the needs of engineering and medical students than for the definite preparation of science teachers for the high schools. There is a pressing need for better organization of all the work designed for teachers and its close co-ordination with the pedagogical departments.

Granted that both science and nature study should be introduced into the schools as rapidly as possible, the Academy believes that the correct introduction and successful pursuit of these subjects can best be secured through the supervision of some officer of scientific training who could give his whole time to the work. Such a man would be able to advise superintendents and school boards of the particular needs of their

communities, furnish outlines of courses, supervise the installation of apparatus and inauguration of the work. He would advise the higher educational institutions of the exact needs of the schools so that organized and comprehensive courses could be given to meet the needs of the teachers. He would advise the teachers where to go for additional preparation and what courses to take. Such a man would extend and strengthen in these departments the admirable work now being done by the State Superintendent of Public Instruction and the State Inspector of High Schools.

There is at present much vagueness, uncertainty and lack of conviction among the schools as to the best means of utilizing the limited means at their command for the use of science teaching. Many do not know what science is and have not grasped the distinction between teaching science and teaching about science. Recently the Inspector of High Schools had a letter from a member of a school board saying that they had a little money available and wanted to introduce some work in science and would like to be referred to a text-book that did not require any laboratory work!

Not having sufficient means for the employment of more than one science teacher many schools make the fatal mistake of pretending to offer all or most the science, leading to results that are wholly inefficient and often worse than useless. Granted, however, that proper ideas prevail as to the amount of good work that can be done by one teacher, there comes the important question as to what that work should be. And here there is apt to appear some serious differences of opinion. This committee has, in fact, been unable to arrive at any general agreement on this point, and the organization of science teaching is still in such an unsettled state that there will be discussion for years as to the wisdom of conflicting opinions. Supposing that there is only one teacher—some think that a single series of courses should be offered that would include the most important facts and principles of both the natural and physical sciences, and if we admit the probability of this being well done, there is much to commend in this course—particularly for students whose instruction is concluded with the high school. It is,

however, the opinion of the majority of the Committee that it is impossible for a single teacher to give sound instruction in the elements of physics, chemistry, botany, zoology, physiology, and physical geography, and that where the school can afford to employ but one teacher in science that it elect between the physical and natural science groups and accordingly employ a teacher for physics and chemistry and physical geography or a teacher for botany, zoology, physiology and physical geography.\* The reasons that led the Committee to this conclusion are principally two: 1st, It is practically impossible to secure a teacher who has had sufficient preparation in all the sciences to give the knowledge and confidence necessary to their successful presentation, and even in case of such unusual preparation the teacher could not maintain his enthusiasm or continue his progress in so many lines. It is this position that we wish especially to emphasize, for it is *the teacher* after all that vitalizes the work, and we should keep steadily before us the one essential fact that no system can be the best that does not help the teacher to bring a fresh and living interest to his daily task. 2nd, We believe that the science courses should be thorough and intensive enough to have a marked disciplinary effect on both the mind and character of the pupil. They must have a dignity or they will not be respected, and they must have precision or they will sink into futility. It has been claimed, and is perhaps true, that the younger generation shows a marked tendency towards a loosening of mental and moral fiber through a diffusion of effort and lack of conviction. This leads to a weakening of the will in the face of difficulties and the consequent lowering of efficiency. It should be kept steadily in mind that one of the objects of the science courses is to correct this tendency.

If the nature-study work is properly carried on for four or five years in the lower grades, it will give the child a pretty good insight into the general aspects of nature and of the laws and requirements of bodily health, and if we add to this foundation a thorough course in two or three sciences in the

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\* If the preparation or interest of the teacher demand, some other combination of subjects such as physics and some one of the biological sciences would perhaps do as well.

high school, he will, we believe, be as well prepared either for college or for life as present conditions permit.

It is the opinion of the Committee that both in the nature study of the grades and the science courses of the high school the work be made thoroughly practical, and that the study of lessons of the text-books be subordinated to the study of the phenomena themselves.

In nature study the work should be organized with some definite understanding as to both purpose and method. The lack of a clear perspective in both of these directions is to blame for much of the failure in nature study. The teacher should aim: 1st, To acquaint the child by first-hand contact with as many aspects as possible of plant and animal life, of the earth and of simple physico-chemical phenomena. In choosing the matter to be presented the actual practical value of the facts should always be considered. The child should become familiar so far as possible with the facts and principles that are to help him in after life. He should study, for example, certain plants of economic importance, useful and injurious to animals, the simpler principles of physiology, hygiene and sanitation. A statement made by the science department of the Springfield (Mass.) High School as the guide to their work in science is eminently sound: "To explain to the pupil his every-day environment, showing him that the science of the school room and the science of the outside world are one and the same thing." 2nd, To develop interest, accuracy, patience, and thought. 3rd, To develop moral responsibility through a broader and more intimate conception of the extent and meaning of our life relations.

In conclusion the members of this Committee wish to offer to the schools and to all the State and other officers interested, their hearty co-operation in all efforts to increase the extent and efficiency of science teaching in North Carolina. We shall be glad to suggest outlines of courses, methods of teaching, and apparatus necessary in the several departments of science in which we are particularly interested.

**GUILFORD COUNTY FARM-LIFE SCHOOL LAW**

*The General Assembly of North Carolina do enact:*

Section 1. That there shall be maintained in one or more of the public high schools of Guilford county complying with the provisions of this Act, as hereinafter set forth, a department of agricultural instruction and a department of training in domestic science and home economics in order to better prepare the boys and girls of said county for farm life and home-making.

Section 2. That the said school or schools shall be under the control and management of a board of trustees consisting of the members of the board of education of said county and the chairman and secretary of the board of trustees of each high school in which such departments are established.

Section 3. That, after due advertisement inviting bids from the public high schools of said county now in existence or hereafter created, the county board of education of Guilford county shall designate the places at which such agricultural or domestic science work shall be established. In designating a school, the said county board of education shall take into consideration the financial aid offered for maintenance and equipment, desirability and suitability of location; provided, however, that no such department shall be established in a school which is located in a town of more than one thousand inhabitants, nor within two miles of the corporate limits of any city or town of more than five thousand inhabitants.

Section 4. That, for the maintenance of said school or schools, the county board of education of Guilford county shall provide annually out of the public school fund, or by donation, or local tax not exceeding twenty-five hundred dollars (\$2500): provided, however, that the present average school term of the county shall not be shortened by the appropriation herein designated. Any school applying for the benefits to be derived under this Act shall first provide a building with recitation rooms, laboratories, and apparatus necessary for efficient instruction in the prescribed subjects of study, and such dormitory buildings as the county board of education of said county may require, and a farm of not less than ten acres of good, arable land, said land to be situated



not more than one mile from the school building; provided, however, that, before the county board of education of Guilford county shall designate any school as a place at which the agricultural and domestic science work shall become a part of the school curriculum, it shall first submit to the state superintendent of public instruction for his inspection and approval the equipment provided for said school.

Section 5. That the purpose of said school or schools is to give to the boys and girls such preparation as is now given in the said county public high schools, and, in addition to that, to give the boys training in agricultural pursuits and farm life, and to prepare the girls for home-making and home-keeping.

Section 6. That the teacher or teachers of the public high school, the teacher of agriculture, and the teacher of domestic science shall constitute the faculty of the county high school, who shall arrange the weekly schedule of work and submit such weekly schedule to the county superintendent of Guilford county for his approval.

Section 7. That, upon its being made to appear to the state board of education that Guilford county has complied with all the provisions of this Act for establishment, maintenance, and equipment of an agricultural department, and a domestic science department in connection with one or more of the public high schools of the said county, it shall appropriate and pay to the county board of education of Guilford county for such purposes an amount equal to that appropriated and furnished for the county of Guilford for said purposes; provided, however, that said appropriation by the state board of education shall not exceed the sum of twenty-five hundred dollars (\$2500) annually for the maintenance of said work in said county. That any money that is now or may hereafter be appropriated by the general assembly of North Carolina, the state board of education, or other state authority for agricultural or domestic science education, a part of which appropriation would, except for this Act, be appropriated to Guilford county absolutely, or upon contingency or contingencies, then, and in that event such appropriation that would go to Guilford county shall be turned over



to the county board of education of Guilford county to aid in carrying out the provisions of this Act. That compliance with the provisions of this Act by the authorities of Guilford county shall be sufficient to entitle the county of Guilford to its proportion of any appropriation of money already made or which may hereafter be made for training in the science of agriculture or domestic science. The state superintendent of public instruction shall issue a requisition on the state auditor for the amount so apportioned to Guilford county, and he shall issue his warrant to the county treasurer of said county, and the money shall be placed by the said treasurer to the credit of the school or schools of Guilford county in which such agricultural or domestic science work is being conducted; provided, however, that all money thus placed to their credit shall be used exclusively for the purpose of instruction in agriculture and domestic science.

Section 8. That nothing in this Act shall be construed to lessen the power and authority of the principal of the high school, but the instructors in the various departments shall be considered as members of the faculty of which the high school principal is head.

Section 9. That no person shall be employed as teacher in agriculture or domestic science in the school or schools herein provided for unless the applicant has furnished to the trustees satisfactory evidence of a liberal English education, and, in addition thereto, special preparation and fitness for the specific branches to be taught, said qualifications to be passed upon by the county superintendent of Guilford county, and, if approved, submitted to the state superintendent of public instruction for his approval. In addition to the above requirements, the said person shall hold a high school teacher's certificate on all required subjects except Latin, Greek and modern languages.

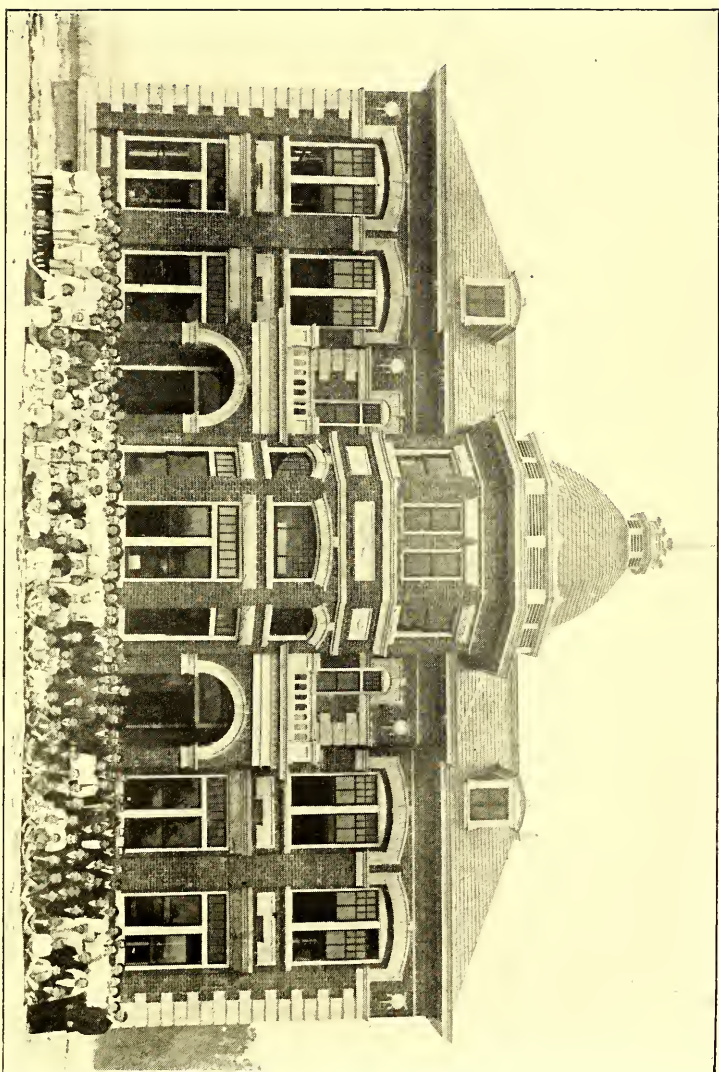
Section 10. That the board of trustees of the school or schools herein provided for is authorized and empowered to admit students from other counties of the state to said school or schools upon payment of such tuition charges as said board of trustees may fix, but all students who are residents of Guilford county shall be admitted to any of said schools

without charge for tuition; provided, however, that there shall be no discrimination against students coming from other counties in the charges fixed for board and incidentals.

Section 11. That it shall be a part of the duty of the teachers of agriculture and domestic science to conduct agricultural farm-life and extension work in Guilford county in co-operation, as far as possible, with such work carried on in said county by the state department of agriculture, the North Carolina College of Agriculture and Mechanic Arts, and the United States department of agriculture; to hold township and district meetings in various parts of Guilford county from time to time for farmers and farmers' wives; to co-operate with the county superintendent of education of said county, and with the commissioner of agriculture, if such officer exists, in stimulating, directing and supervising practical farm-life work in the public high schools and the elementary schools of said county, and in providing instruction through the teachers' association, and through a special short course of study at the schools where agriculture and domestic science instruction is given for the public school teachers of said county.

Section 12. That this Act shall apply only to Guilford county.

Section 13. That this Act shall be in force from and after its ratification.



WAKEFORD PUBLIC HIGH SCHOOL, WAKE COUNTY, N. C.

A \$15,000 public high school building erected in the heart of the country. A beautiful lesson in co-operative effort.  
(See page 133.)



## GREENSBORO'S NEW HIGH SCHOOL BUILDING

Workmen are busy plastering and putting down the flooring in the new Central High School building and the building will be in readiness by the beginning of the fall school term. While it is not as large as some, the building is the most complete of its kind in the State and it is so equipped that additional rooms can be erected with but little cost. The inside finishings are durable but attractive in appearance.

There are fifteen class rooms, an auditorium seating 500, principal's office, rest room for lady teachers, toilets, lavatories and sinks, boiler room, fuel room and a large storage room. Each of the class rooms is well lighted and equipped with electric lights, ventilators and automatic heating apparatus. There is a book-case for each room.

Entering between two granite columns through the storm doors at the front one finds himself in the main hall at the door of the principal's office. Here an arrangement is made for a stove to be used at night without heating the entire building. On the principal's desk is a telephone system connecting the principal with each room in the building. Just in the rear of the principal's office is the office of the superintendent. This office is reached through the principal's office and also through a passageway in case the principal's office is closed. At the end of the passage is a closet for the male members of the faculty. On this floor are five class rooms, two being on the front side of a wide hall extending across the building and connecting with the hall running from the front entrance. The two class rooms in the rear are extraordinarily large ones and were so constructed that a seven foot hallway could be made on one side, extending to the rooms in the rear should it be desired to add them. The auditorium is in the center of the rear portion of this floor and is well lighted.

On the second floor there are eight class rooms and a ladies' parlor. This floor is reached by stairways running from each end of the hall running across the building and by a stairway running from the main hall. There is also a counter hall leading into a ladies' parlor and rest room for the lady teachers, with toilet equipment in a side room. As on the second

floor, two of the rooms are large, having been prepared so a hallway could connect rooms in the rear when these are added. There is a fine kitchen and a sewing room on this floor, the kitchen being equipped with sewer, hot and cold water, gas, etc.

In the basement are two rooms for the use of the domestic science and manual arts departments, the closets, toilets, lavatories, etc., for the students, those for the boys being on one side of the building and those for the girls on the other. In the basement is located the boiler room, coal room and a large storage room. There is also a large electric fan that will force fresh air into each room in the building and remove the cold air at regular intervals. This air duct can only be reached through the boiler room and the children cannot get around it. There is also a dust elevator connecting with each floor and the trash is swept from the floors into this chamber dropping it into the boiler room to be thrown into the furnace.

The arrangements are such that the boys will enter from the left side of the building and the girls from the right. The large hallway on the first floor will be equipped with foot warmers for use on wet days and in bitter weather. Here will be installed sanitary appliances for holding the cloaks, overcoats, hats and bonnets. The space under the stairways will be utilized in storing books. The hallways are wide and the entire building can be emptied within less than a minute in case of fire, there being three exits always open.—*The Greensboro Telegram*, June 23, 1911.



## A LESSON IN CO-OPERATIVE EFFORT: THE WAKELON PUBLIC HIGH SCHOOL

N. W. W.

After our public high school law was passed in 1907 there was much rivalry in some parts of the State among the communities applying for the new high schools. In some instances feeling was excited and rivalry intense. Such was the case in the northeastrn division of Wake county where three villages — Wendell, Wakefield, and Zebulon — were applying for the public high school which the County Board of Education had decided to locate in that section.

Wakefield and Zebulon are only one and one-half miles apart. Rivalry between them became so intense that it was evident Wendell would get the school if these two communities should keep up their fight. Superintendent Judd and the County Board of Education gave them to understand as much. And so they ceased their wrangling, joined hands, voted a special tax to maintain the school and a substantial bond issue for a building, and asked the county board to locate the school half way between them. In the meantime a public-spirited citizen, Dr. G. M. Bell, offered to donate ten acres of land for a location if the county board would accept it as a site for a high school. It may be needless to add that the proposition was accepted.

To-day the Wakelon Public High School (taking its name from the two little villages) is housed in an excellent \$15,000 brick building. (See illustration.) In the entire school, including both elementary and high school departments, there are 414 pupils and ten teachers. And this school is in the very heart of the country. The building was located in a cotton field on the land donated by Dr. Bell. It is such a building, too, as would do credit to any city in the State. Look at the cut preceding. Certainly no more striking example of co-operative effort in school building has come under the writer's observation.

## THE RELATION OF THE CHURCH COLLEGE TO THE SECONDARY SCHOOL\*

BY JOSEPH S. STEWART, A. M.

Professor of Secondary Education in the University of Georgia

The history of education shows that at one time the church assumed entire control over education and made the school a church institution, primarily for the advancement of the church. All education was church education. Martin Luther sought to free education from the bonds which, through the centuries, had been forged for it by the church, by advocating state support and state control. He plead for the universal dissemination of education and a truer conception of its functions. He sought to emancipate the mind by freeing the school. He declared that rulers were "bound to force their subjects to send their children to school." He insisted that "Civil authorities should exercise the greatest possible care and industry in regard to the young. The best and richest treasure of a city is that it may have many pure, learned, intelligent, honest, well-educated citizens, for these can collect, preserve and properly use whatever is good. Now, such men must come of boys and such women of girls; the object, therefore, must be rightly to instruct and educate boys and girls for these purposes."

In our country Washington said that "knowledge is in every country the surest basis of public happiness." Jefferson said, "It is the business of the people to afford education for all and on a general plan." Madison said, "Popular government without popular information and the means of acquiring it is but a prologue to a farce or a tragedy or perhaps both."

So from the church view of education gradually through the years the leaven of Luther and of democratic statesmen has been working until we have come to the politico-social view of education, with the free public school for all, considered as the highest expression of civic duty and not as a charity. Four centuries of trial and progress around the world attest the wisdom and justice of the plan.

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\* Paper read before the Conference on Education of the Methodist Church, South, held at Montgomery, April 7, 1911.

Before the civil war this view was not held by a majority of the people of the South. The idea of education was individualistic and sectarian. After the war the beginnings of public school systems of state education were made, but in a very elementary degree. It has taken forty years to put the common schools on a permanent basis of support. Only since the twentieth century has any decided movement been made for state-supported and state-controlled secondary schools. In fact, there were only forty public high schools in America in 1860. Now there are over eight thousand such schools with nearly a million scholars enrolled.

Since the war church colleges as well as state institutions have had to use every makeshift to secure pupils prepared for college work, and noble work was done by church and state colleges in meeting the dire poverty and scant facilities of the time.

But in the last decade every Southern state has undertaken to provide not only common schools but high schools for all. We are at last beginning to enjoy what Luther and Knox and the other reformers, what Washington and Jefferson, Madison and Baldwin strove to give us. No educational question is more certainly settled than that every American state, through state and local tax, must provide elementary and secondary training for all the youth of the state, as the only agency possible to accomplish this work. In the ten Southern states, in the past five years, over nine hundred new public high schools have been established; over a million and a half dollars have been added to annual support; and over six million dollars have been voted for new high school buildings. President Eliot calls it the most significant educational movement of the times. Nor is this movement confined to the South or to America. It is world-wide. Even China is arousing herself from the long centuries of sleep under Confucianism and has recently established thousands of schools on the American idea. We must all agree, therefore, whatever may have been our past ideas, that this great democratic movement for universal popular education is here to stay, that it will continue to grow and must affect all of our institutional life.

Now what shall be the relation of the modern church college (for it has changed too) and the church to this great movement? Shall it be one of indifference, of armed neutrality, of opposition, of bitter rivalry, of fault-finding? We trust not.

The church colleges are not governmental but are public in that they are chartered by the state and are granted equal privileges. They have done and will continue to do a great work in aiding the state to educate the youth. The growth of one college helps every other that deserves the name. In the democracy of learning "selfishness is treason and meanness defeats itself." Small jealousies, narrowness and unfair criticism may characterize some of the followers, but let the institutions live in the pure atmosphere of kindness and helpfulness.

Since the patrons of church colleges are also taxpayers and assist in the maintenance of the public high schools the church colleges should be closely articulated with these schools. We believe it is, therefore, a waste of money and effort for the church colleges to attempt to maintain a system of denominational secondary schools. This does not preclude the noble work of promoting schools in remote centers, if at the same time educational standards are preserved; nor the establishment of a few high-grade, boarding, preparatory schools, not in competition with the local schools, for the few who for one reason or another must leave home for preparation for college.

We therefore ask all church colleges and the great churches affiliated with them to coöperate with the state in extending the public high schools, so that these may be in reach of all the people, both urban and rural. We need their help in preaching to the people the duty of taxing themselves freely for the education of the children. If all the pastors would lay this matter of public taxes for education upon the consciences and intelligence of their flock, it would not be five years before a high school would be established in every county and rural center of the South, and the colleges could not accommodate the students. Let the church college lead its constituency away from antiquated ideas regarding public

education, put a stop to open and secret opposition and rally all the church to a realization of its duty as a Christian institution to the young and to the state. We must work together for efficient citizenship in a nation that trusts in God.

It is the duty of every community to support its schools by taxation, just as it provides light, water and roads. The church should not tax its constituency to give elementary and high school training to a town that is able to educate its children as are those of other communities which are being assessed. The church has a great opportunity to help educate the people to believe with John Dewey that "the community's duty to educate is its paramount moral duty."

The public high school does not belong to the state college nor to the church college, but to all the people, and all the colleges will share alike in its development and all will feel the effects of whatever impairs it. The church college, therefore, can render invaluable service to secondary education.

First, by holding up ideals of honesty with respect to standards of admission to college and to the execution of these standards.

Second, by refusing to trespass upon the ground of a secondary school by maintaining preparatory departments paralleling the work of the public high school or even lower.

All recognize the splendid work that is being accomplished by the Methodist General Board of Education in attempting to standardize the colleges of the Methodist Church. All recognize the helpful influence of the best church colleges in every Southern state in their efforts to maintain these standards and protect the secondary schools from inroads upon their undergraduates. However, with the possible exception of less than half a dozen church colleges, all are still maintaining preparatory departments. We believe that the time is at hand when the good of the colleges and the good of the secondary schools demand the gradual elimination of these departments in state and church colleges alike, certainly their distinct separation from the college work. It will be helpful to the whole educational interest if the church colleges would become colleges in reality, give all their energies



to the development of their work and all their influence to the building up of public high schools.

The cheap degree-granting church college, however, that is neither a good elementary school, a good high school nor a good college, that commingles elementary, secondary and college instruction under the same teachers with no defined line between, which includes many institutions designated by your General Board as "unclassified," is retarding the growth of the high schools, prevents the general adoption of adequate standards and cripples the real church colleges. Appeals for patronage are made on the basis of loyalty to the denomination and that their institution is more moral and religious or that they can do work in less time than the home school. When a considerable number of citizens send their children away from home to these schools, not only have they lost interest in the development of the public high school but often become antagonistic to it owing to the double expense. Again, the pastors by being called upon to raise funds and drum for these schools often neglect their nearer duty to the local community school and sometimes even attack it. There is no reason for the existence of these colleges now, as such, if there ever was any.

I remember visiting one of these "unclassified" colleges a few years ago. A preacher was president and associated with him were three other teachers, a man and two women. The ladies taught the elementary grades and the men, the rest. I asked the president how many grades he had in his school. He replied, "Oh, we are a college. We teach evidences of Christianity and calculus." I am rather of the opinion that the text was about the only evidence of Christianity present; for false standards and shoddy work are un-Christian and irreligious by whatever institution practiced.

Says Dr. Coe, of the Northwestern University, in his work on "Education in Religion and Morals," "As there is no substitute for the proper training of character, so also is there none for good teaching in algebra or Latin or Physics. The expensiveness of laboratories and of trained teachers, and the apparent cheapness of piety, have led, in not a few



cases, to what amounts to fraud upon the young. This is not a too severe characterization of an institution that seeks power of the young without first qualifying itself to exercise that power. The very first condition of making any college or academy Christian is to give it adequate equipment for doing everything that it professes to do." It will be a real gain when it can be said, "I saw it in a school catalogue and I know it is true."

The real church college should stop this injustice if they can or they should join with the state authorities in asking the state, which granted the charters, to appoint a commission to standardize college work, both state and non-state.

Speaking for the public high schools and colleges in the eleven Southern states, through their professors of secondary education, I assure you that they all desire and are striving for closer articulation of the church colleges with the public system to the end that the interests of each institution and of all the people may be improved.

We ask you to share in our counsels, to join in our meetings, to use all the information the state may collect and to unite in more uniform methods and standards of entrance. We seek your help in improving the quality of the teaching, by checking up the records of students in college, by sending into the high schools trained teachers, by campaigning with us for more and better schools and better salaries. We would have the church college, that is a college, a vital factor of the modern system of popular education.

And in asking this we would not have the church college give up one of its fundamental ideals. The state needs its help in readjusting the new sociological and economic ideals of education. The new school is not godless as some declare, nor is it sectarian. I trust it will never become irreligious. Religion or its opposite is present just as surely as the teacher is present. The public forbids the support of sectarian religion, but does not require complete separation of its schools from all religious life. As the Wisconsin Supreme Court says, "The school may give instruction in religious beliefs that are held in common, as the existence of a Supreme Being of infinite wisdom, power and goodness, and

that it is the duty of all men to adore, obey and love Him." The writers on education all recognize the moral aim of education. Nicholas Murray Butler says modern education is "the gradual adjustment of the individual to the spiritual possessions of the race." And Monroe says, "the question to be asked at the end of any educational step is, not what has a child learned, but what has a child become." Dr. Coe says, "The essential mark of a Christian college or academy is not partizan zeal of any kind. The mark is vital rather than formal. It is not primarily the inclusion of any particular study in the curriculum or the maintenance of any particular form of worship or of any type of discipline. Here, as everywhere in education, the pupil himself and what he is, becoming is the essential consideration. The pupil must find that religion is inclusive of all his real interests."

There is no real obstacle to the realizing of all these elements in the public high school. The faculties are, with rare exceptions, members of the local churches, sing in the choirs, teach in the Sunday School, and lead in the young people's societies. They are at liberty to use opening devotional services. The highest compliment to the influence of the church is that a really wicked man cannot live in the school room atmosphere. The pupils are from religious families, members of the Sunday Schools and societies and have the pastoral and family oversight. For the vast majority the home school is the best school. If the local schools are not wholesome training centers of character it is not alone the fault of the school, but partly the lack of Christian life in the community. They are enveloped in the religious atmosphere of the community and share in its richness or poverty. Here is the point of attack.

The church may rightly insist that only teachers of high moral character be employed, and that these shall respect the religious beliefs of the pupils and use the child's religion in character building. It should also join in insisting that no particular sect use the public school as a proselyting agency or for purely selfish ends. The broad Christian spirit should characterize the relation of the church to the school.

We need, therefore, the closest coöperation of the church

college with the secondary school, to the end that the state itself may best realize its ideals through the school. If the state fails in its noble purpose of training each generation for complete citizenship, it will be because the great religious bodies have refused to coöperate, or have neglected to coöperate, in a service which for its realization needs the help of church and home and school. God grant that the church college will be found on the side of the state.

## ENGLISH ROUND TABLE OF THE HIGH SCHOOL SECTION OF THE NATIONAL EDUCA- TION ASSOCIATION.

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*To Principals of High Schools and Teachers of English in  
High Schools:*

At the meeting of the English Round Table of the National Education Association, in Boston, July 1, 1910, it was decided to appoint a committee to lay before the College Entrance Examination Board the views of the high school principals and teachers of the country in regard to the present entrance requirements in English and the examinations set upon them. The members of that committee so far appointed are: Charles Swain Thomas, Head of the Department of English in the Newton (Mass.) High School; Benjamin A. Heydrick, Head of the Department of English in the High School of Commerce in New York; Henry B. Dewey, State Superintendent of Schools, Olympia, Washington; Edwin L. Miller, Assistant Principal of the Central High School, Detroit, Michigan; Mrs. Henry Hulst, Head of the Department of English in the Grand Rapids (Mich.) High School; Reuben Post Halleck, Principal of the Male High School, Louisville, Kentucky; Miss Fannie W. McLean, Head of the Department of English in the Berkeley (Cal.) High School; and James Fleming Hosie, Head of the Department of English in the Chicago Teachers College.

The purpose of the committee is to learn from those best qualified to say, whether the present system of entrance requirements and examinations in English fosters the best sort of English work in the high school, and what changes, if any, should be urged upon the College Entrance Examination Board through its sub-committee on English and its Board of Review. The supreme consideration is to unite the teachers of the country in support of sound principles of secondary education, in order that boys and girls passing through high school may receive the kind of training in English best fitted to develop them and to prepare them for life.

To accomplish this purpose it is necessary to enlist the sympathetic interest of supervisors, parents, and college

examiners and instructors, as well as that of high school teachers. It is proposed, therefore, that every association of teachers or parents in the country, likely to be able to assist in reaching a concensus and decision on the questions at issue, be asked to appoint a coöperating committee, to gather evidence, direct discussion, and report conclusions to the committee of the Round Table, which shall compile and edit a final report. This central committee will report progress at the next annual meeting of the National Education Association, and hopes to complete the work within the following year.

The central committee, in order to get this work under way in a definite fashion, makes the following suggestions:

#### TO CO-OPERATING COMMITTEES

Each coöperating committee should secure, as soon as possible, the judgment of its constituency upon the main question: *Do the college entrance requirements in English, as at present administered, foster the best kind of English work in the high schools? If not, what changes should be made?* The results of correspondence, discussion, and conference should be formulated and placed in the hands of the central committee, together with a digest of the evidence upon which each conclusion is based.

The following questions, particularly those under 1, 2, and 3, should be carefully considered:

1. *The Influence of the Uniform College Entrance Requirements in English upon the High School.*

(a) What is the influence of these requirements upon the high school course in English? In what field is the influence most felt?

(b) What is the influence of these requirements upon methods of teaching English in the high school?

(c) What is the influence of these requirements upon the pupil's attitude toward his English work?

(d) What changes, if any, would you make (1) in the high school course in English and (2) in methods of teaching English in the high school if the problem of preparation for college were eliminated?

(e) Do you offer the same courses to your college and your non-college group? Why, or why not?

(f) Are certain high schools affected in special ways by the entrance requirements or examinations of particular colleges? If so, specify.

2. *The High School Course in English.*

(a) Is the following statement of the aims of the high school course in English satisfactory? If not, how should it be modified?

“The aim of the high school course in grammar and composition is to develop the power of the pupil to express the ideas that come to him from the whole range of his experience. The aim of the high school course in literature is to develop in the pupil (1) a liking for good reading and (2) the power to understand and appreciate it.”

(b) What principles should be followed (1) in the selection of reading for the high school course in literature and (2) in distributing the reading throughout the course? Should the list be (1) prescribed, (2) advisory, or (3) open? Do the Uniform Requirements include too many books? too few? sufficient variety of type? Should the distinction between *reading* and *study* be dropped? What provision should be made for the study of the history of literature?

3. *Entrance to College.*

(a) Would the following specifications provide a suitable test of efficiency in English upon graduation from high school and entrance to college?

(1) A test of the pupil's power of written expression by one or more compositions on subjects suggested by the personal experience or the general information of the candidate.

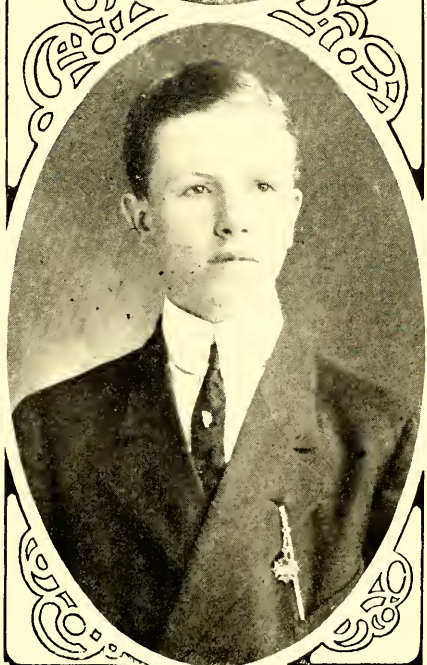
(2) A test of the range and quality of the reading of the pupil and of his power of literary appreciation by means of:

(a) The answering of a number of simple, suggestive questions on standard texts not previously prescribed.

(b) The explanation of two out of three or four passages of prose or poetry of ordinary difficulty, selected from books not previously prescribed.

(3) A test of the candidate's power of oral expression by reading aloud and conversing.





WINNERS IN PUBLIC HIGH SCHOOL CONTESTS, 1911.

Miss Rosa Lewis, Hendersonville  
 Mr. J. Robert Jones, Fairview  
 [Western Division]

Miss Myrtle Bruton, Biscoe  
 Mr. Clarence Ross, East Durham  
 [East Central Division]



(b) Should a high school diploma be given to a pupil whose deficiencies in English are such as to prevent his being recommended for admission to college?

(c) Which is preferable, certification or uniform examinations for entrance to college? Why? Is there a third method, better than either?

(d) How should the National Conference on College Entrance Requirements and Examinations be constituted?

4. What books or articles may be cited as expressing sound views (a) of the present situation with regard to high school English? (b) of the high school course in English and of methods of teaching English in the high school? (Give full library reference in each case.)

5. What additional matter or matters do you wish to have laid before the various coöperating committees throughout the country? (Please answer this question very soon.)

NOTE.—To be available, reports and suggestions from co-operating committees must be in the hands of the central committee not later than January 10, 1912. Correspond with the member nearest you (see addresses above).

JAMES FLEMING HOSIC

*Chairman of the Committee of the Round Table*

CHICAGO TEACHERS COLLEGE,

April 25, 1911.



# THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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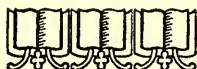
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*I want to see this State so grounded in the fundamental virtues and in universal intelligence that our farmers would never know hard times, that our lawyers would never serve any cause except the cause of justice, that our manufacturers and our bankers, our merchants and our physicians, and all our citizens in every walk of life would be as high-minded, as unselfish, as progressive, as thoroughly honest as the highest Greek was in the days of Pericles.—Governor W. W. Kitchin.*



OCTOBER, 1911.

## GENERAL ANNOUNCEMENT.

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THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.



# The North Carolina High School Bulletin.

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VOL. 2

FIFTY CENTS A YEAR.

NO. 4

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## THE ORGANIZATION AND MANAGEMENT OF THE HIGH SCHOOL

BY N. W. WALKER

State Inspector of High Schools

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### PLAN AND ORGANIZATION NECESSARY

Every institution, whatever may be its function, that can lay any claim to efficiency, proceeds in its work according to some well-thought-out plan. Otherwise confusion and chaos reign where there should be system and order. To start out blindly without any plan for the year's work is sure to entail much waste and no little injustice.

### GET ACQUAINTED WITH SCHOOL AND COMMUNITY

But before the principal can plan wisely he must know the local school conditions in the community he is to serve. And he should not wait until the opening day of school to get this knowledge. He should by all means go to the community in which he is to teach at least one week (two weeks ahead would be much better) before the high school is to open. He should look up all records and reports left by the principal who has preceded him and through these acquaint himself with the internal conditions of the school. He should acquaint himself, too, with the external conditions through the school committee, the county superintendent, and citizens. Proceeding in this manner, he is sure to impress school officials and patrons with the fact that he is in earnest and that he has the school interests at heart. Thus will he be likely to secure the support and the co-operation of all concerned. Finding his school work bristling with problems, he will need this co-operation in his efforts to solve them.

## THE COURSE OF STUDY

After getting an intelligent grasp of the situation, the principal is ready to work out his course of study and to plan his year's work. In deciding upon his course of study he must on the one hand take into consideration the local conditions and demands and the means placed at his disposal for meeting them, and on the other hand he must have regard for the State's requirements of the high schools to which it renders aid.

If the principal himself is the only high school teacher, he may plan for a two-year course; if he has an assistant teacher who is to give one-half of her time to the high school and one-half to the elementary school, he may plan for a three-year course; if he has an assistant teacher who is to give her entire time to the high school, he may plan for a four-year course. Two years of the high school course is all that one teacher can handle with any degree of satisfaction at all, and that much is all that the State expects or permits (except by special permission). The two-teacher high school offering a four-year course, with the required number of recitation periods of adequate length, has to confine itself to just one course of study with no opportunity for electives. If electives are allowed, there ought to be as many as three teachers in the high school. But whatever the number of teachers and whatever the course offered, the teachers should not be burdened with too much work nor the course too crowded. To fall into the error of doing either simply means to decrease the efficiency of the school.

## THE DAILY PROGRAM

If the work of the school is to proceed in an orderly fashion, it is necessary that a definite daily program of recitations be carefully arranged and closely followed. A good daily program rigidly adhered to prevents serious waste of time and energy on the part of both teacher and pupil; it prevents useless confusion and worry; it helps to develop the habit of promptness; it enables the teacher to make the most effective use of the time at his disposal; and, thus conserving

time and energy, it becomes an indispensable aid toward securing a maximum of efficiency in the work of the school.

And again, the best index to the school's internal organization is its daily program; for it reveals at a glance the strength and the weakness of any school. It indicates at once the wealth or poverty of the curriculum, the subjects of study that receive most emphasis and those that are neglected, the number of teachers and the subjects they teach, the time allotment and the correlation of studies, the study periods and the recitation periods for each class, and the sequence of studies in both the daily and the yearly schedule. Second only to the quality of the teaching, these are the considerations that determine the "total efficiency of the school."

#### SUGGESTED DAILY PROGRAMS

The daily programs which follow are made out for one- and two-teacher high schools offering the Latin-Scientific course of study. Slight modifications will adapt them as well to any other course. The recitation periods are thirty-five minutes long, except the last one in the day, which is forty-five. It would be better to have the periods forty or forty-five minutes long, but in order to make them that length it would, in some cases, be necessary to leave out one or two subjects. A two-teacher school with a three-year course, or a three-teacher school with a four-year course, can easily provide for the longer recitation periods and still get in all the prescribed work in any course. Or a two-teacher school with a four-year course may do so by adopting the suggestion made in the second paragraph below with regard to combining small classes in certain subjects.

In planning these suggested programs the effort was made (1) to have for each pupil and each class alternating periods of recitation and study; (2) to place the more weighty subjects—those requiring most thought and energy—at those periods of the day when the mind is most active and most retentive; (3) to distribute the work of each class as evenly as possible throughout the week; (4) to leave, even in a crowded program, a few open periods, particularly the last period on Friday.

In small high schools with only one or two teachers it will be practicable in some instances to combine two classes (say I and II, or II and III, or III and IV) in such subjects as literature and history and thus save a good deal of time which may be used to advantage in lengthening the recitation periods. Other possible combinations might be made in science and in the third- and fourth-year Latin. If such a plan is adopted, yearly alternation of subjects would have to be provided for. And of course, care would have to be taken to combine classes in those subjects whose position in the course is largely a matter of arbitrary choice.

## I.

## DAILY PROGRAM FOR A ONE-TEACHER SCHOOL OFFERING A TWO-YEAR COURSE.

	MON.	TUES.	WED.	THUR.	FRI.
	Opening Exercises				
8:30—8:40					
8:40—9:15	Math. I	Math. I	Math. II	Math. I	Math. II
9:15—9:50	Math II	Math II	Math. I	Math II	Math. I
9:50—10:25	Eng. Comp. I	Eng. Gram. I	Eng. Comp. II	Eng. Gram. I	Eng. Comp. II
10:25—11:00	.....	Science II	Science I	Science II	Science I
11:00—11:10	Recess				
11:10—11:45	Eng. Lit. II	Science I	Eng. Lit. II	.....	Eng. Lit. II
11:45—12:20	Eng. Lit. I	Eng. Lit. II	Eng. Lit. I	Eng. Lit. II	Eng. Comp. I
12:20—1:30	Recess				
1:30—2:05	Hist. I	Hist. I	Hist. II	Hist. I	Hist. II
2:05—2:40	Hist. II	.....	.....	.....	Latin I
2:40—3:15	Latin I	Latin I	Latin I	Latin I	Latin II
3:15—4:00	Latin II	Latin II	Latin II	Latin II	.....
Periods each day for Each Class	I (5) II (4)	I (5) II (4)	I (4) II (5)	I (4) II (4)	I (4) II (5)

The Roman numerals after a subject indicate the years in the course in which that subject comes.

II.  
DAILY PROGRAM FOR A TWO-TEACHER SCHOOL OFFERING A FOUR-YEAR COURSE.

	MON.	TUES.	WED.	THUR.	FRI.
8:30—8:40	Opening Exercises				
8:40—9:15	Math. I Math. III	Math. I Math. III	Math. II Math. III	Math. I Math. III	Math. II Math. III
9:15—9:50	Math. II Math. IV	Math. II Math. IV	Math. I Math. IV	Math. I Math. IV	Math. I Math. IV
9:50—10:25	Eng. I Eng. III	Eng. I Eng. III	Eng. II Eng. III	Eng. I Eng. III	Eng. II Eng. III
10:25—11:00	Mod. Lang. IV	Science II N. C. Hist. IV	Science I Mod. Lang. IV	Science II Mod. Lang. IV	Science I Mod. Lang. IV
11:00—11:10	Recess				
11:10—11:45	Eng. II Mod. Lang. III	Science I Mod. Lang. III	Science II Mod. Lang. III	Mod. Lang. III	Eng. II Mod. Lang. III
11:45—12:20	Eng. I Eng. IV	Eng. II Eng. IV	Eng. I Eng. IV	Eng. II Eng. IV	Eng. I Eng. IV
12:20—1:30	Recess				
1:30—2:05	Hist. I Hist. III	Hist. I Hist. III	Hist. II Hist. IV	Hist. I Hist. III	Hist. II Hist. IV
2:05—2:40	Hist. II Science IV	Hist. IV	Science IV	Hist. IV	Latin I Latin III
2:40—3:15	Latin I Latin III	Latin I Latin III	Latin I Latin III	Latin I Latin III	Latin II Science IV
3:15—4:00	Latin II Latin IV	Latin II Latin IV	Latin II Latin IV	Latin II Latin IV	Latin II Science IV
Periods Each Day for Each Class	I (5) II (4) III (5) IV (5)	I (4) II (4) III (5) IV (5)	I (4) II (5) III (4) IV (6)	I (4) II (4) III (5) IV (5)	I (4) II (5) III (4) IV (5)

This program is planned for a two-teacher school offering the Latin-Scientific course in which the work is divided by *grades* between the principal and assistant, the latter having all first- and second-year classes, and the former having the third- and fourth-year classes.



# III.

## DAILY PROGRAM FOR A TWO-TEACHER SCHOOL OFFERING A FOUR-YEAR COURSE.

	MON.		TUES.		WED.		THUR.		FRI.	
	Prin.	Asst.	Prin.	Asst.	Prin.	Asst.	Prin.	Asst.	Prin.	Asst.
	Opening Exercises									
8:30—8:40	Math. IV	Eng. I	Math. IV	Eng. I	Math. IV	Eng. I	Math. IV	Eng. I	Math. IV	Eng. I
8:40—9:15	Math. III	Latin II	Math. III	Latin II	Math. III	Latin II	Math. III	Latin II	Math. III	Latin II
9:15—9:50	Math. I	Latin IV	Math. I	Latin IV	Math. I	Latin IV	Math. I	Latin IV	Math. I	Latin IV
9:50—10:25	Math. II	Latin III	Math. II	Latin III	Math. II	Latin III	Math. II	Latin III	Math. II	Latin III
10:25—11:00	Recess									
11:00—11:10	Science I	Eng. IV	Science I	Eng. IV	Science I	Eng. IV	Science I	Eng. IV	Science I	Eng. IV
11:10—11:45	Science II	Eng. III	Science II	Eng. III	Science II	Eng. III	Science II	Eng. III	Science II	Eng. III
11:45—12:20	Recess									
12:20—1:30	Hist. IV	Eng. II	Hist. IV	Eng. II	Hist. IV	Eng. II	Hist. IV	Eng. II	Hist. IV	Eng. II
1:30—2:05	Hist. I	Mod. Lang. III	Hist. I	Mod. Lang. III	Hist. I	Mod. Lang. III	Hist. I	Mod. Lang. III	Hist. I	Mod. Lang. III
2:05—2:40	Hist. II	Mod. Lang. IV	Hist. II	Mod. Lang. IV	Hist. II	Mod. Lang. IV	Hist. II	Mod. Lang. IV	Hist. II	Mod. Lang. IV
2:40—3:15	Science IV	Latin I	Science IV	Latin I	Science IV	Latin I	Science IV	Latin I	Science IV	Latin I
3:15—4:00	I (4)	I (5)	I (4)	I (5)	I (4)	I (5)	I (4)	I (5)	I (4)	I (5)
Periods	II (5)	II (5)	II (5)	II (5)	II (5)	II (5)	II (5)	II (5)	II (5)	II (5)
Each Day	IV (4)	IV (4)	IV (4)	IV (4)	IV (4)	IV (4)	IV (4)	IV (4)	IV (4)	IV (4)
Class	IV (6)	IV (6)	IV (6)	IV (6)	IV (6)	IV (6)	IV (6)	IV (6)	IV (6)	IV (6)

This program is planned for a two-teacher school offering the four-year Latin-Scientific course in which the work is divided by subjects between the principal and assistant, the principal having *mathematics, history, science*, and the two periods of *English*, and the assistant having *English, Latin*, and *modern language*. On Monday afternoon and Thursday afternoon the fourth-year class has two recitation periods in succession. Otherwise all classes throughout the week have recitation periods and study periods alternating. It will be noted that one period of modern language IV comes at the third period Friday morning. It is scheduled at this period to avoid having three recitation periods in succession for the fourth-year class on Wednesday afternoon.

## ADMISSION AND CLASSIFICATION OF PUPILS

No iron-bound rules to be followed without variation can be laid down for the guidance of the principal regarding the admission and classification of pupils. Some general principles, however, may be established and a few suggestions made which may be helpful.

The public high school in North Carolina is based upon a seven-grade elementary school course\* which the pupil is supposed to have completed before applying for admission to the high school. The average pupil, then, with fair opportunities, ought to be ready to enter the high school at about thirteen years of age. A pupil under this age (certainly no one under twelve should be admitted) should not be admitted, unless he has satisfactorily completed the elementary school course. But there will be many applying for entrance who have not had even fair elementary school advantages, some of whom are too old to go back to the lower school with profit, and others who have, after a fashion, finished the elementary course but are irregularly and poorly prepared—well up, perhaps, in a few subjects but miserably behind in others. It is in connection with the admission and classification of such pupils that some of a principal's puzzling problems come.

The pupils entering the high school may be divided with respect to preparation into four general classes: (1) those who have come up through the elementary school operated in connection with the high school; (2) those who have come up through the elementary schools, of varying degrees of efficiency, in other parts of the county; (3) those who are over-age yet have not completed the elementary school course; (4) public school teachers. It is best to discuss each class separately.

(1) If the principal has his elementary school properly articulated with his high school and the two schools well organized, pupils from the elementary school will be regularly admitted to the high school upon the completion of the ele-

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\*This course is issued in pamphlet form from the State Department, and may be had from the County Superintendent. The principal should have a copy of this course always at hand.

mentary school course as outlined by the State Department. The admission and classification of this class of pupils ought to present no serious difficulty.

(2) Pupils coming from other elementary schools may be admitted by examination, by certificate from a former teacher, or otherwise, as the County Board of Education and the County Superintendent may direct. Some of these pupils will doubtless have to review certain grammar school subjects. If so, this review work must be done in the lower school, except in cases of one or two subjects like grammar and arithmetic, which may be reviewed in the high school as a regular part of the high school course.

(3) In all our country high schools there will be many pupils of a third class, pupils, say, from fifteen to twenty years old, who have not completed even an elementary school course. Judged merely upon scholarship, this class of pupils are not *prepared* for anything. Yet it is from this class that many of the most earnest, most ambitious, and most satisfactory pupils come. They should be admitted and encouraged, for it is perhaps their last chance to get schooling of any sort. They are too old to be classed with elementary pupils, and in many cases it would be disastrous to send them back to the lower school. The high school must take them and do the best it can for them.

(4) There will be no difficulty about admitting pupils of the 4th class. Those holding public school teachers' certificates must be admitted and classified as high school students whatever may be their studies. Classes three and four should be classified as suggested below.

Pupils in the high school should be classified as *First-Year*, *Second-Year*, *Third-Year*, and *Fourth-Year* pupils. It is possible that certain pupils in the grammar school grade just below the high school may be able to take up one or two subjects in the high school, and there is no harm in allowing this to be done in some cases. But such pupils must not be counted as high school pupils unless they are actually taking a majority (at least twelve periods a week) of the work prescribed for the first year of the high school. Irregular pupils

to be classed as *Second-Year* pupils must have completed a majority (at least twelve periods a week) of the work prescribed for the first year of the high school course and must be pursuing a majority (at least twelve periods a week) of the work prescribed for the second year of the high school. And so on for the third and fourth years.

#### TEXT BOOKS SUGGESTED

Some of the better text-books which adequately cover the courses outlined in the several high school subjects have been suggested for the guidance of the principal. From the lists recommended in THE HAND BOOK he is supposed to make a choice. Of course there are many other acceptable texts; but to include a complete list of them seems neither practicable nor desirable. The lists suggested include most of the best ones for our needs and conditions. It may be well at this point to caution principals against an error that has been all too common, especially among inexperienced principals just out of college; namely, the practice of introducing into the high school texts they themselves have used in college. There has been entirely too much of this sort of "advancement," particularly in the classes in English. If the principal is not familiar with a few good high school texts in the several subjects of the course, he would do well to acquaint himself along this line before introducing into the high school texts of college grade.

#### RECORDS AND REPORTS\*

Complete records of every school should be carefully kept and preserved, and it is the principal's duty to see that they are kept *in full* and turned over to the proper officials at the close of the school year. Blank books for keeping all required records are furnished by the State, and may be had from the County Superintendent. The keeping of accurate and full records is a matter to which some principals attach too little

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\*Separate records of the public high school and of the elementary school operated in connection with the high school must be kept, and separate reports rendered. The name of the pupils admitted to the high school and the names of those in the elementary school should be kept in *separate registers*. The State Department will probably issue a special high school register in course of a few months.

importance. But this is a matter of vital importance to the local community, the county, and the State, and the principal who disregards this part of his duty is both careless and negligent, and furthermore, he is not co-operating as he should with the school officials. He may not see any immediate or remote need for some of the information required to be recorded and reported; but there is need for it, or there will be, else it would not be called for.

There are three classes of principal's reports\* called for by the State Superintendent of Public Instruction: (1) *The Principal's Preliminary Report*, called for early in the fall; (2) *The Principal's Final Report*, called for at the close of (3) *Special Reports*, which may be called for at any time during the session when there is need for definite, reliable, and up-to-date information bearing upon some specific problem of high school administration. Blanks for all reports are furnished by the State Department of Public Instruction, and may be had direct from the Department or from the County Superintendent.

All reports called for should be made *promptly* and *in full*. Otherwise there is useless and unnecessary delay and annoyance. All regular reports required by the State Department should be made in *triplicate* — one copy for the State Superintendent, one for the County Superintendent, and one to be filed with the other records of the school. *The Principal's Final Report* must be made immediately after the high school closes. The County Superintendent is instructed *not to sign* the principal's voucher for his last month's salary until this report has been properly made out and filed.

#### THE HIGH SCHOOL LIBRARY†

A good library of select books should be established in connection with every high school. This is certainly a nec-

\*In addition to these the County Superintendent may require the public high school principal to make a monthly report of the high school to him, along with the regular monthly report of the elementary school.

†Principals desiring expert information on the selection of books and how to purchase them to best advantage, the organization and management of the library, and other matters relating to library economy will find *The North Carolina Library Commission* ever ready and willing to render any assistance they may desire. A letter addressed to the Chairman, Dr. L. R. Wilson, Chapel Hill, N. C., or to the Secretary, Miss Minnie W. Leatherman, Raleigh, N. C., will receive prompt attention. *The North Carolina Library Bulletin*, published quarterly by the Commission, will be sent free of cost to any library applying for it.



essary part of the school's equipment, and it is indispensable if satisfactory work is to be accomplished. The ordinary rural school library, which most of the public high schools have, is valuable but it is not sufficient. It contains many volumes of standard literature which the high school needs and can use to decided advantage, but it is not intended to be a *working library* for the high school. It is not selected with this end in view. It must be very largely supplemented.

In addition to as many good books of general literature as the high school can secure, it should by all means have an unabridged dictionary, an encyclopedia, and other books of reference in history, biography, and science, books treating especially the subjects offered in the course of study, and a few standard professional books for teachers. It is not advisable for small libraries to buy complete sets of standard authors; a wiser and more economical plan is to get at first only their choice volumes. By following this plan small means may be made to go a long way toward building up a good, though small, *select working library*.

If possible, a room should be set apart for the library and reading room. But whether this is done or not, the principal should take enough pride and interest in the library to see that proper cases with lock and key are provided, that the books are kept in good order and not allowed to be abused or destroyed. Books, pamphlets, magazines, and papers addressed to the high school should be placed in the high school library and kept there. The State Department of Public Instruction, the Historical Commission, the Geological and Economic Survey, all send out many valuable publications which may be had for the asking.

If the principal will only make a little effort to get a library, if his school has none, or to supplement that which it may have, he will usually find the people of the community ready to respond to his appeal for assistance.

#### THE ELEMENTARY SCHOOL AND THE PRINCIPAL'S RELATION TO IT

The public high school has a vital organic relation to the public elementary school below it, and this relationship must



never be lost sight of. Particularly is this true of the elementary school which is operated in connection with the public high school. If either the public high school or the public elementary school is to be made really efficient, the other must be made reasonably so. It is perfectly plain that the two must develop together. Yet, notwithstanding this fact, the public high school and the public elementary school, which may be conducted in the same building with the high school, are legally constituted two separate and distinct schools. The one belongs to the county, and is open, free of tuition to all pupils of high school age residing in the county; the other is purely local, drawing its patronage only from the contiguous territory. The one is responsible to the county and the State; the other to the local community and the county. It ought, then, to be perfectly plain that *no part of the public high school money from any source can be used directly or indirectly for the elementary school*. The public high school fund is apportioned for a specific purpose, and if it is not used for that purpose, and that purpose only, *it may be withdrawn*. This, of course, is a matter that directly concerns the school committee, but it is well for the principal to take cognizance of it, since he is so often called upon by the committee to give advice and to offer suggestions.

Although the public high school principal *must not teach in the elementary school*, the State Superintendent rules that he should be the head of the two schools in order that he may render whatever aid he can to the elementary school in the way of supervising it, disciplining it, and directing it, to the end that it may become more efficient. This is a point that some young principals just beginning the public high school work, and some school committeemen, as well, fail to understand. And so occasionally an effort is made to have the principal do a part of the elementary school work; especially is this true in small high schools that have in connection with them elementary schools whose grades are crowded. *Unless there are high school pupils enough in school to occupy the time of one teacher, then that high school has been wrongly located and should be moved to some point in the county*

*where a sufficient number of high school pupils can be assembled.* Any attempt on the part of a high school committee to use a part of the principal's time, or a part of the time of any other teacher who is employed to do high school work and paid out of the high school fund, is an attempt to divert a proportionate part of the high school money from its legitimate use and to put it to an illegal use; and any such attempt renders the school liable to having the high school apportionments from both State and county withdrawn without notice.

#### CERTIFICATES OF PROMOTION AND CERTIFICATES OF GRADUATION

The problem of promotion involves the same principles as that of classification which has been discussed above. Pupils who complete in a satisfactory manner the full course prescribed for any year below the fourth in the high school may be given a certificate of promotion to the next year above. Irregular pupils may be given a certificate showing the amount of work actually accomplished. The school records should show the number and character of certificates issued and to whom they are issued. Pupils who have completed in a satisfactory manner all of the prescribed four-year course may be awarded a certificate of graduation. Certificates of graduation should not in any case be awarded by schools offering only two years or three years of the high school course. The full course covers four years of work, and it should be the ambition of every high school to work up to the point where it can give the full four years of the course, and give it without pretense or sham. If the pernicious practice of awarding certificates of graduation at the end of a two-year or a three-year course is once established by a school, the community will become satisfied with that standard and will make little, if any, effort to attain a higher standard. The school must set its own standards in this respect, and the community will ultimately come to appreciate them. As soon as the number of high schools completing creditably the full four-year course is sufficient to justify such a course, the State Department of Public Instruction

will probably prepare a uniform certificate of graduation to be awarded by such schools.

#### CAUTION AGAINST THREE COMMON ERRORS

It may be well to caution principals against three very common errors which are being made in many high schools. (1) Do not attempt to crowd into one course of study too many subjects. (2) Do not put upon teachers more periods of work than they can handle thoroughly and well. (3) Do not advance the students from year to year until they have been well grounded in the studies pursued, and then do not advance them with such inflated grades of scholarship as 99 or even 95. Few high school students are able to make such grades, and to grade them in this manner simply gives them a false standard of scholarship and causes them to place too high an estimate upon their own ability. To develop in the student such an attitude of mind regarding scholarship in general and his own ability in particular is indeed very hurtful to him.

In all his work, whether it pertains to organization, administration, or actual instruction, the principal must remember that, though much is required of him, the impossible is neither expected or demanded of him. Let him also remember that it behooves him to hold up before the community correct ideals of the High School and the work it ought to accomplish.

## RECENT CHANGES IN COLLEGE ENTRANCE REQUIREMENTS

H. W. CHASE

Department of Education, University of North Carolina

During the past year two of our large universities, Harvard and Chicago, have, to a considerable extent, revised their entrance requirements. The changes themselves are significant, but more significant still is the changing attitude of the college toward the high school as manifested by the underlying reasons for these changes.

The Harvard revision is the less radical of the two. It is not intended to supplant the older plan of entrance by examination on the subjects in which a rather definite course of study is laid down by the university, but this older plan will be retained alongside the new, candidates for admission being allowed to choose either of the two.

Briefly, the new requirements are as follows: "1. Each candidate must present an official statement of his school record showing *a.* the subjects studied by him and the ground covered, *b.* the amount of time devoted to each, *c.* the quality of his work in each subject. To be approved, the statement must show *a.* that the candidate's secondary school course has extended over four years, *b.* that his course has been concerned chiefly with languages, science, mathematics, history, no one of which has been omitted, *c.* that two of his studies of his school program have been pursued beyond their elementary stages, i. e., to the stage required by the present admission examination of Harvard College, or the equivalent examinations of the College Entrance Examination Board. 2. If the candidate's record shows that he has satisfactorily completed a school course of the character described, he may then present himself for examination in four subjects as follows: *a.* English, *b.* Latin, or for candidates for the degree of S. B., French or German, *c.* mathematics, or physics, or chemistry, *d.* any subject (not already selected under *b.* or *c.*) from the following list: Greek, French, German, history, mathematics, physics, chemistry. These four examina-

tions must be taken at one time, either in June or September.”\* Furthermore, these examination papers are not to be graded numerically, but the reader is expected to write on each book a full statement of the writer’s capacity in the subjects as gauged by the answers he has given.

The changes at Chicago are also in the direction of greater freedom.† The requirements in June last by the faculties of arts and science of the university are, in brief, as follows: 15 units must be offered for entrance, 3 of these must, without exception, be in English, but no list of books for reading and study is prescribed or even suggested by the university. The only specification is that the student shall be able to read and write English to the satisfaction of the department of English in the university. As a test of this ability, a student must continue the study of English for at least one half of a year after entrance.

Seven of the remaining 12 units are to be made up from the following five groups of studies: ancient languages, modern languages other than English, history and social science, mathematics, science. Of the seven units here involved at least three must be from one of the above groups, at least two from another, and the remaining two may be distributed over any of the five groups not otherwise included. Thus a total of ten units are accounted for. The remaining five are to be chosen from any courses for which the high school in question gives credit toward its own diploma—the industrial branches, manual training, physiology, hygiene, and so on. In view of the liberality of these requirements, no student will be accepted with any condition.

The growing attitude of liberty in the matter of entrance requirements is further exemplified in the report of the Committee of Nine of the National Educational Association in July of this year. They recommended in substance that “Any student who has satisfactorily completed a well-planned high school course should be admitted to college.”

I cannot better emphasize the differences between these new

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\*Moore, C. H.—“A New Plan of Admission to Harvard College,” Ed. Rev., June 1911, pages 71-78.

†Ed. Rev., September 1911.



plans and the older ones than to quote further from the article first mentioned. "The new plan adopted by Harvard fixes only the general character of the school course. Languages, science, mathematics, and history must be its chief components, but it leaves the school to decide on texts, methods, and, to a large degree, the particular matter to be employed. Heads of schools will not be asked to testify that a candidate has read the first four books of Cæsar's Gallic War, or that he has completed so many books of a prescribed geometry, or that he has performed this or that set of experiments in physics or chemistry, but rather to state what subjects the candidate has studied, what time he has given to them, and what success he has attained."

Though the point of view of the Harvard committee differs in some details from that of Chicago, there is practical agreement in the reason given for the changes. These are in substance three.

First, both committees are agreed that the practical working out of the prevailing systems of college entrance requirements has been to throw undue emphasis in the high schools on the college preparatory work. The high school must prepare for life the great majority of its pupils, who never go to college, as well as serve as a link in the chain of public education by connecting with the college above it. There is a widespread feeling that it has not served the people as well as it has served the colleges. Many school men are inclined to think of the college as the chief factor at fault for the over-emphasis of the college preparatory courses. A little analysis, however, shows that it has not been so much the fault of the college in particular as of our whole educational point of view. There have been other reasons at work beside the college entrance requirements. First, those studies which the college has required for entrance are those which were most firmly established already in the schools by virtue of our educational traditions. Second, they have been the ones which the high school teachers themselves—in the vast majority of cases college graduates—have been best fitted to teach. Third, they have been regarded by the public and by



school officials as of a little higher dignity than more "practical" branches. Fourth, they have been supposed to possess more than other subjects a power of "disciplining," "training the mind" in general. Lastly, the classic report of the Committee of Ten to the N. E. A. in 1893, which influenced so much our secondary school work, was itself largely at fault, inasmuch as, though it recognized that the high schools should be first of all people's schools, it further postulated that the best training for colleges was also the best training for life, and that in consequence, there was no need to provide special courses for students who were not aiming at college. The fault has been partly with the college, partly with our educational theory, partly with our high schools themselves. The remedy lies, to a large extent, in the hands of high school teachers. They must recognize that the fact that they are well prepared by virtue of college training to teach particular subjects is no excuse for stressing these subjects in a high school to the neglect of others. They should know that the traditional notion that some subjects possess in themselves an inherent virtue by which they "train the mind" more than others is, to a large extent exploded. No subject gives as much general training as was supposed. What general training may be obtained from a subject depends vastly more on the teaching than on the subject itself. Agriculture well taught gives a great deal more general training than Latin poorly taught. Almost any subject of sufficient dignity to be included in a high school curriculum will with equally good teaching train the mind about as well as any other. High school teachers should further realize that the theoretical point of view underlying the assumptions of the Committee of Ten is no longer held, nor have its recommendations worked well in practice. No simple set of courses can be devised which will fit all individual needs. Let us welcome any changes in college entrance requirements that will bring home these facts to the high school.

The second reason for the changes in requirements is the recognition of the fact that in high schools which have sufficiently departed from the older conceptions of high school

education to offer courses of equal length and strength which do not lead to college, many students pursuing such courses and deciding late to enter college have found themselves barred by a lack of the sort of units required. This has meant either an extra year, often at a private school at some expense, or an abandonment of the project. The choice of going to college and not going must usually be made before the end of the second year of the high school course, whereas it should be postponed as long as possible, until increasing maturity and wakened intellectual interests have had time to manifest themselves. Greater freedom will go far to eliminate the educational leakage at this point. Here the fault has been with the colleges themselves. The advantage of the new attitude are too obvious to call for further comment.

The other reason for revision is found in the fact that too rigid specification by the college of the subject matter of a course of study in the high school is an unwarranted extension of authority. The plan in vogue for English at Chicago, for example, abandons specifications altogether and merely insists on a reasonable mastery of the mother tongue.

There are, I think, few thinking high school teachers who have not chafed under the old rigidly laid down English requirements, with their list of books for reading and study, often entirely unfitted to capture the interest of the adolescent pupil. So far as a high school course in English aims at developing an appreciation of the best in literature and a reading habit, it has been a lamentable failure with the average pupil. Other subjects have suffered from the same evil. Physics, for example, has been almost entirely divorced from its functions of making the pupil feel somewhat at home in the world of science and has become a scholastic matter of mathematics and quantitative laboratory work, almost entirely separate from life and application. Definite requirements have the advantage of being easy to credit and of promoting uniformity, but their time usefulness seems to be passing. The content of high school courses of study, like text books for high school use, has too often been made by college men whose knowledge of high school problems was zero,

and whose acquaintance with secondary institutions has been limited to their own high school course. Such specifications have, indeed, been useful in the past in raising the standards of work, but in practice they have too often resulted in formalism and woodenness.

Of even more importance than these particular revisions is the growing attitude toward the whole high school question to which these questions point. Central here is the increasing feeling that secondary school problems are not those of any other stage of education, that they must be met and solved from the high school, and not from the college, point of view. This has not been sufficiently recognized even by high school teachers themselves. Methods, courses of study, texts that fit the college may be worse than useless in the high school. The high school must, in the last analysis, work out its own intellectual salvation. The college may guide and suggest, but must not dominate. As the tendency grows upon the part of the college to realize this distinction, and the high school is made to stand more and more firmly on its own feet, the need for a body of high school teachers who have increased knowledge of, and training for, their work will rapidly increase. Unless all educational signs fail, the time of hampering of high school work by the college is nearly done. Not only Harvard and Chicago and the report of the Committee of the N. E. A., but the great universities of the Middle West, to which we turn increasingly for educational guidance, all show the same tendency. This is at it should be. But the high school must not forget that a great debt is due the college for raising the standards of secondary work in the past. It must not forget, too, that increased freedom means increased responsibility. The period is critical in the history of the development of the high schools. Unless high school men come, and that quickly, to a fuller realization of the peculiar nature of their problems, it is to be feared that the change will not be an unmixed good. Especially is this true of a system of high schools which are still so largely in the formative stage as those in our own State. The growing need is for more thoroughly

trained teachers who are fit to shoulder the increased responsibility which must surely come. In the meantime the best policy is surely that of making haste slowly, or building solidly on broad foundations. The agricultural high schools, which the State has just authorized, will, under present conditions, fulfill the functions of fitting for life a great number of students who will not enter college. They will be supervised by trained men, men who understand the nature of the work they are to do. Toward them our attitude should be one of hearty welcome. But care should be taken, as Superintendent Joyner has repeatedly pointed out, that the pendulum does not swing too far in the new direction, lest the result be a hodgepodge of courses given by teachers in no way fitted for the work they are trying to do.

Languages, science, mathematics, and history are still recognized by the consensus of educational opinion as the backbone of the high school course. Opinions may differ here as to details, but surely this selection provides a nucleus around which the newer high school will form. These subjects are mostly cultural, true, but the evil in the past has not been due to the *presence* of the cultural element, but to its too inclusive emphasis.

Life is not merely a thing of bread and butter. The student must feel at home in the world of thought as well in the world of action. General mental training is not given by these subjects to the extent formerly supposed; their justification rests on other grounds.

I take it that the broad aim of the high school course is to make the student to the extent of his capacity at home in the world in which he finds himself. How much mathematics, how much science, what languages, what sort of history best serve to do this, this is no place to discuss. Our choice will vary with environment, with the aim in view, with the nature of the pupil, but it always must be remembered that the practical is no more complete without the cultural than is the cultural without the practical.

## RECENT HIGH SCHOOL DEVELOPMENT IN NORTH CAROLINA

N. W. WALKER

During the past few months there has been marked activity and development among the public high schools particularly in the direction of improved physical equipment. A number of substantial bond issues have been carried, and many new buildings authorized. From last May up until the early fall the new high school buildings authorized and the bond issues carried are, so far as known at present, as follows:

Craven County: \$25,000 bond issue for the first Farm-Life School under the new law of 1911. This school has recently been located at Vanceboro and is to be established in connection with the public high school already in successful operation at that place. The new buildings will not be ready before September, 1912.

Sampson County: Clinton has voted a bond issue of \$20,000 for a new public high school building. This is to be ready for use in September, 1912.

Camden County: South Mills has voted \$5,000 in bonds for a new public high school building. The County is to give \$5,000 more, making the building cost \$10,000. This building will be ready early in the spring.

Columbus County: A new public high school building at Chadbourn is now under construction and will be ready for use before the holidays. This building will cost about \$14,000. Bonds to the amount of \$10,000 have been issued.

Onslow County: A public high school building costing \$6,500 has been erected at Jacksonville. It was dedicated September 12th and was ready for use at the opening of the current session. No bonds were issued.

Randolph County: Principal B. C. Cox, of Liberty Public High School, writes that a bond issue was carried in September



Montgomery County: On October 3rd Troy voted a bond issue of \$20,000 for a new public high school building. This will be erected during the current year, in time for occupancy at the opening of the session in September, 1912.

Duplin County: Warsaw voted \$10,000 in bonds two years ago for the erection of a new high school building. The committee had the plans drawn and made ready to put up the building during the past summer, but owing to some unfortunate hitch, seemingly about the location, work has been indefinitely postponed. It is hoped that the differences can be adjusted without much further delay, for this town is sorely in need of a decent building.

Stokes County: During the summer a new \$5,000 building was erected for the Walnut Cove Public High School.

Henderson County: Hendersonville has made provision to have a \$25,000 building erected during the current year.

Lee County: Jonesboro has erected a \$10,000 building for its public high school.

Among the city high schools there has been continued progress also. Smithfield has voted \$25,000 in bonds for a new graded school building. Fayetteville has voted a bond issue for new buildings, and will probably provide a separate high school building. Charlotte has voted a substantial bond issue for new buildings and will provide a separate building for its high school. None of these buildings will be ready before September, 1912. The Greensboro City High School began this session in a new \$40,000 building.

During the summer twenty-six new public high schools were authorized by the State Board of Education. These are located as follows:

Anson County: Polkton,

Avery County: Elk Park,

Beaufort County: Aurora,

Brunswick County: Southport,

Buncombe County: (A new school to be located in the western part of the county; (location not yet decided),

Caldwell County: Oak Hill (P. O. Lenoir, R. F. D.),



Caswell County: Milton (School moved from Providence),  
Cleveland County: Waco,  
Durham County: Oak Grove (P. O. Durham, R.F.D.),  
Edgecombe County: Battleboro,  
Gaston County: Cherryville,  
Greene County: Snow Hill,  
Haywood County: Clyde (School moved from Rock Spring),  
Hoke County: Antioch,  
Iredell County: Troutman,  
Jones County: Trenton,  
McDowell County: Marion (High School department opened to students of the county),  
Montgomery County: Troy,  
Nash County: Gastalia,  
Onslow County: Jacksonville,  
Sampson County: Garland,  
Scotland County: Laurinburg (High School department opened to students of the county), Mason's Cross (School moved from Gibson), Spring Hill (P. O. Wagram),  
Tyrrell County: Columbia,  
Yancey County: Bald Creek.

The establishment of these schools was made possible by the action of the last Legislature, increasing the public high school appropriation from \$50,000 to \$75,000. This increase also enabled the State Board of Education to make larger apportionments to many high schools already in operation and sorely in need of more funds.

The total number of public high schools this year is 201. They are located in 93 counties, leaving only seven counties, Chowan, Dare, Graham, New Hanover, Pasquotank, Perquimans, and Watauga, without public high schools. Three of these seven counties are not without good high school facilities, though no State apportionment is made to them. Pasquotank is pretty well taken care of by the Elizabeth City High School; New Hanover, by the Wilmington City

High School; and Watauga, by the Appalachian Training School.

Many other high schools have made improvements in one way or another. Some have added a year to their courses of study; some have strengthened their teaching forces; some have remodeled their courses of study, notably Durham and Winston, in an effort to get them on a more rational basis. As no definite and authentic information concerning many of these improvements is at hand, they are not here recorded.

**ITEMS OF INTEREST REPORTED BY PRINCIPALS**

Principal R. C. Cox, of Liberty High School, Randolph County, writes: "I have a splendid teaching force, and since the fight here for bonds, which we carried by a nice majority September 12th, things are going nicely in school matters."

\* \* \*

Principal S. G. Hasty, of Churchland High School, Davidson County, says: "The outlook for a good school year is very bright. We have fifty boarders from seven counties. Five teachers have been employed for the school work."

\* \* \*

Under date of October 7th, Principal Geo. B. Strickland, of Clinton High School, writes:

"I am sending you a short description of the new school building to be erected here next spring. The plans have been decided on and the contract will be let in February. All the material will be first-class and placed on the grounds by the time this session of school closes so that the builders may have ample time to complete the building by the time the next session of the school opens.

"The building will be 84 by 92 ft., and contain ten recitation rooms. It will be two stories high. On the first floor will be six recitation rooms, a library, a superintendent's office, and a teachers' rest room. On the second floor will be four recitation rooms and the auditorium with a seating capacity of about five hundred.

"The building will be constructed of brick and stone, and is estimated to cost fifteen thousand dollars. Twenty thousand dollars worth of bonds have been authorized. I think they are coupon.

"It is the intention of the board to thoroughly equip the building with the latest school furniture, maps, etc.

"On the front of the building will be a porch with four large columns extending to the second story. The old building will be removed and the new one put in its place. No town has a prettier site for a school building than Clinton. In other words, we are going to try to erect a modern school

building, properly heated, lighted, and ventilated, as nearly as we can."

\* \* \*

Mr. J. T. Jerome, Principal of South Mills Public High School, Camden County, writes under date of Oct. 5:

"Your letter of recent date in regard to our new High School building at hand, and I will be glad to give you all the information at my command. The building is to cost ten thousand dollars. It was designed by Sayre & Baldwin, architects. The school district voted bonds to \$5,000 and the County gives \$5,000. It will be a two story building, built of pressed brick, with four large columns in front. It will contain six class rooms, an auditorium, superintendent's office and library, and all modern equipments. A thousand dollar steam heating plant will be installed in the basement. The contract has been let to Reed, of Elizabeth City, N. C., and work will be begun in a week or so.

"We are now teaching in the old building, but hope to be in the new some time in the early spring. I would very much like to have you with us at the opening of the new building."

\* \* \*

Principal H. M. Bowling, of the Chadbourn Public High School, Columbus County:

"In response to your letter of September 25, I send you some information regarding our new school building.

"It is a two story, brick building (inside work wood), rectangular in shape, 55 by 95 feet outside measurement. The architecture is nearer the Jacobean than anything else. The first floor contains principal's office, library, five class rooms about 22 x 30, with seating capacity of 40 to 50, and corridor eight feet wide with stairway at each end. The second floor contains the auditorium, seating about 300 or 350, and four class rooms about 22 x 24. The auditorium occupies the central part of the upper story and two of the class rooms are so connected with the rostrum that they can be used as dressing rooms. Each class room has its cloak room in the form of a shallow closet extending across the end of the room and closed by sliding doors.

"The lighting is all over the left shoulder, the windows being brought together in solid groups. The pitch of the rooms is 11-6 on the first floor, 11 in class rooms on second, and 15 for auditorium. The heating will be by hot air, the plant being located in the basement under a part of the first floor. The building will be wired for electric lights.

"The building has three entrances, one in front and one at each end, the one in front being sheltered by a porch. All the doors swing both ways.

"The cost will be about \$13,500 or \$14,000. Ten thousand of this sum is drawn from bonds, issued for this purpose.

"The equipment of the building I cannot give you now. I think the committee have not settled that matter. It may be very modest at first.

"I am glad to report that the superintendent of the construction, Mr. R. L. Gravely, tells me that his work will be completed by the middle of November. That will put us into it by the first of December, at latest.

"Our work is progressing satisfactorily. I am greatly pleased with the location here and am enjoying the work. And I consider myself fortunate in having an excellent group of assistants."

\* \* \*

Mr. H. M. Loy, Principal of Jacksonville Public High School, Onslow County:

"In response to your letter requesting information concerning the new high school recently established at Jacksonville, I shall endeavor to give you such information as you desire. \* \* \*

"As to our building, it was erected during this past summer at a cost of approximately \$6,500. The architect was A. W. Simpson, of New Bern, N. C. Dr. Joyner said that there was not another building as good as this in the State erected for so little money. It is a two-story brick structure. On the first floor are two good-sized recitation rooms, and an office or reading room. On the second floor is a music room and two large recitation rooms separated by a sliding parti-

tion. These two rooms can be thrown into an auditorium for all public occasions, and they are so arranged that it is a very small matter to adjust it.

"Nothing but the best of material was used in this building, and the workmanship is the best. It is equipped with the latest model of patent single desks.

"No bonds were issued. The old building was sold at a fair price, and the new school grounds being outside of the town were purchased at a very small cost. The site contains two acres. We also received a loan from the State fund. I am not sure as to the amount, but think it was \$2,500.

"For the present we shall try to do three years of high school work."

\* \* \*

Mr. W. C. Sprinkle, Chairman of the Board of County Commissioners of Madison county: "In reply to yours of recent date in regard to cost of our building and repairs—Madison Seminary—I will say that the old building originally cost \$1,200.00. We added a wing to it 30 x 24 ft., with porch on front side extending around front end of old building, as you will see by the plans sent you the other day. The entire building is two stories high, with five rooms when finished, folding doors on the lower floor to throw the entire room into one when needed for an auditorium. It is a frame building and finished in first-class yellow pine material. The cost up to the present amounts to \$1,501.60. We are not quite done with the work yet; the entire cost of building and repairs on old building will amount to about \$1,600.00. The money for the building has been furnished by the committee and citizens of the community. We have an application for loan for \$400.00 from the State and will receive a part of the fund from the County Board of Education, so that the entire cost will be met from the public school fund and the citizens of the community. We opened school Monday, Oct. 2, 1911, with Prof. J. M. Weatherly as principal, and the prospects are good that we will have a good school this year."

\* \* \*

Supt. E. C. Willis, of North Wilkesboro, writes as follows about his high school department:



"Our school at North Wilkesboro was opened with an enrollment of 325 pupils and ten teachers. Of this number there are about sixty in the high school grades. To this number in the high school we are giving the entire time of four teachers and making the recitation periods forty-five minutes. The graduating class this year will complete all the requirements in Mathematics through Plane and Solid Geometry, Latin through Virgil, and most all the required work in English, History, and Science."

\* \* \*

Principal Robert E. Ranson, of Troy Public High School, Montgomery County, writes: "The Troy people voted \$20,000 in bonds yesterday [October 3rd] for a modern school building. The purpose is to have the building ready by the beginning of the next school year."

\* \* \*

Principal Sylvester G. Rollings, of Kenly Public High School, Johnston County, writes:

"If interest in the life of our school can be measured by facts and figures the following must argue well in our behalf. During the past two years \$250 has been spent on the grounds; \$3,000 for dormitory; last spring, \$260 was raised to complete the school term. In addition to this our people hope to vote bonds for a new school building as early as possible. \* \* \* \*

"Forty-four high school pupils enrolled on our opening day, thirteen of which number came from outside our local district. Within two weeks we shall have at least sixty in the high school, one-third of whom, I am sure, will come from other districts. In addition to this number we have others who have finished the tenth grade not financially able to go to some other school but waiting patiently to enter the eleventh grade in case our funds are increased so that we may add it."

[The funds have been increased, and the 4th year added.—Ed.]

\* \* \*

A lady principal from one of the mountain counties con-

tributes the following interesting bit of information about some outside work she is doing: "Just now the ten girls are each at work making a dress apiece — a kind of uniform for the high school girls. Of course, I help them cut, baste, and fit, but make them do most of the sewing. They are delighted. If you could one time see the 'divers and sundry' colors and the general appearance of the dresses these girls are wont to wear, you'd understand why I'm doing this special brand of extra work."

## CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF PUPILS

N. W. W.

Consolidation of schools has been going on in North Carolina for the past ten years. During this period hundreds of weak, inefficient schools have been abolished to make way for stronger, central schools with better teachers and longer terms. But in most of the counties the work of consolidation has been carried on in a rather haphazard sort of way. In but few cases has there been any comprehensive scheme of consolidation worked out for the entire county, with due regard for the larger educational interests of the county as a unit and with the centers of consolidation determined in advance. But the time has now come when this work must go forward in a scientific way if it is to go forward at all. No longer can haphazard, desultory, hit-and-miss methods in school building be pursued with satisfaction or success. To take the place of such worn-out methods there is fast developing a science of "educational engineering" based upon the definite and indisputable facts, social and economic, as they have been revealed by the best educational experience of the nation.

And so this question of consolidation is going to be a live issue with us for the next ten years as it has been for the past ten. And the superintendent who is to meet in a full measure the responsibilities of his office had as well begin to do a bit of educational engineering for his county; but the first thing for him to do is to fortify himself with the facts regarding consolidation.

Public transportation of pupils has made only a beginning in North Carolina. Prior to this year it has been tried in only three counties — Rockingham, Cumberland, and Wake. But public transportation of pupils must go hand in hand with effective consolidation; and so we shall find this increasing at a rapid rate from now on.

This brings me to what I started out to say: namely, that one of the most valuable bulletins yet issued from the office

of the State Superintendent of Public Instruction is one recently prepared by Mr. L. C. Brogden, State Supervisor of Rural Elementary Schools, entitled, "Consolidation of Schools and Public Transportation of Pupils." The bulletin contains 135 pages and 12 illustrations. Mr. Brogden has made a thorough and scholarly study of consolidation and transportation and he has given us here the results of his investigation. Embodying as it does the best American experience on these phases of school work, Mr. Brogden's bulletin must prove of incalculable value to every progressive school man now at work on these problems. Mr. Brogden summarizes the benefits of consolidation and transportation under five heads: (1) Benefits to the School; (2) Benefits to the Teachers; (3) Benefits to the Pupils; (4) Benefits to the Parents; (5) Benefits to the Community. His summary is reproduced herewith in full.

#### (1) BENEFITS TO THE SCHOOL

1. A larger school fund and a longer term.
2. A larger building, more comfortable, more attractive, more sanitary, better lighted, heated and ventilated; adequately equipped with modern desks, blackboards, maps, globes, reference books for teachers and pupils, and other school apparatus essential for effective work.
3. A larger school site, not only furnishing ample playgrounds for the pupils, but ample grounds for a school farm for demonstration work.
4. More competent school committeemen, because a larger number of intelligent citizens from which to select.
5. An adequate number of teachers to make an effective division of labor practicable.
6. A permanent teaching force of well trained, experienced and competent teachers.
7. An enriched course of study. The introduction of agriculture, cooking, music and manual training become practicable.
8. A larger per cent. of school population enrolled.

9. A larger per cent. of the total school enrollment in daily attendance.

10. A larger per cent. of the school population finishing the work of the elementary school.

11. A larger per cent. of the school population enter the high school.

12. Pupils better disciplined.

13. Efficient supervision.

(a) Through the employment of a competent male principal, who, in addition to his work as teacher in the high school department, supervises the discipline of the entire school, and organizes, directs and supervises the work of the teachers through private conferences and through well-planned teachers' meetings, thereby stimulating their professional spirit and increasing their teaching efficiency.

(b) Through the county superintendent, since increasing the number of schools decreases the time spent in traveling from school to school scattered over an area of from five hundred to nine hundred square miles, and increases the number of visits the superintendent can make to each school during each school term, thus increasing the length of each visit and intensifying the value of each visitation.

(14) The consolidated school exerts a wider and more intensive social and intellectual influence. It becomes a social and intellectual center for this enlarged, compactly organized and re-vitalized community life to which the mothers can come to hold their mothers' meetings, to which the farmers can come to hold their Farmers' Union meetings, to which all the people in the community can come to attend evening lectures, concerts, school entertainments or literary contests.

## (2) BENEFITS TO THE TEACHERS

1. Fewer daily recitations for each teacher. The average number of daily recitations for each teacher in the small schools of this State is twenty-six.

2. More time to devote to each recitation. The average length of time now given to each recitation in the small schools of this State is 11.5 minutes. The most satisfactory

organization in each graded school is one in which only one grade is assigned to each teacher. But the school in which two or even three grades are assigned to one teacher is still a vast improvement over the system requiring one teacher to teach four, five, six, or frequently all the seven grades of the elementary school. It is the common experience of country teachers that they do not have time to put into practice standard methods of teaching, that they do not have time to teach the large number of classes that they frequently must form, for many of these have but from five to ten minutes each. Therefore, all the work she teaches must fall far short of what it would be in a consolidated rural graded school.

3. More time to prepare each subject taught. It is an absolute impossibility for any teacher, however efficient she may be, to prepare herself to teach each day from twenty to

4. Longer term of service and better salaries because of a larger school fund and a longer school term.

5. The companionship of co-laborers in the same school. The assistance and advice of associates on questions of school management, daily programs, gradation and classification of pupils, school reports, methods of instruction and discipline.

6. Better opportunities for specializing in work best suited to their training and ability.

7. More comfortable and more conveniently arranged school rooms adequately equipped with all apparatus essential for successful teaching.

8. A strong professional spirit and enthusiasm and a more genuine professional joy that comes from daily association with congenial co-laborers and from the consciousness of successful achievement.

### (3) BENEFITS TO THE PUPILS

1. A more comfortable and sanitary school building, better lighted, heated and ventilated, better equipped with comfortable desks, with blackboards, reference books, globes and all essential school apparatus.

2. Experienced, well trained and efficient teachers.



3. Better gradation and classification.
4. A larger number of daily recitations for each pupil.
5. A longer time for each recitation.
6. Less waste of time and energy expended at undirected and unsupervised at work.
7. A longer school term.
8. The health of children is noticeably better, especially as regards colds, because when conveyed in wagons and landed dry and warm they are saved from sitting all day with wet feet and draggled clothing — a result of having to tramp through all kinds of roads in all kinds of weather.
9. The morals of children are guarded and controlled on the way to and from school.
10. Pupils use the same conveyance to attend both the graded and the high school.
11. A more extended circle of acquaintance. The larger acquaintance will improve their manners, strengthen their individuality, broaden their experience, and lay a sure foundation for a more thoroughly socialized, intelligent and efficient community.
12. "The inspiration that comes from numbers puts life into the school that is impossible in classes of from one to six each. It also militates against self-consciousness due to lack of association so often noticeable in country children as it does against the domineering influence of one or two big scholars in a small school."
13. Adequate opportunity for developing the spirit of social co-operation, whether upon the school ground or upon the school farm, whether in class work or in literary contests.
14. A broader and deeper school spirit.
15. The habit of promptness and punctuality formed, especially on the part of those living beyond walking distance and brought to the school on the school wagon.
16. Equalizes the advantages for rich and poor in securing efficient high school instruction.
17. Enables the larger boys and girls to remain at home under the guidance and training of their parents while pursuing high school instruction.

18. "It makes possible for the country child a country school equal in every sense to the best city schools, yet within reach of the farm homes. No other system has been tried or even proposed that can accomplish this or guarantee to the country child the same educational advantages as are accorded the city child without taking him out of his home and to the city, or what is the same thing, preserve intact the virility of the country life. All this can be accomplished without even a small village as a center, for some of the best schools have no connection with any town, but like country homes stand in the groves as a part of nature."

#### (4) BENEFITS TO PARENTS

1. It is much cheaper for the same grade of schools.
2. At the same expense much better schools can be provided because fewer teachers being needed a better grade can be secured, a division of labor established and better supervision inaugurated.
3. There is saving in the very heavy expense of sending pupils away from home to high school, paying board and tuition, or of moving to town to educate the children.
4. The assurance, where transportation is provided, of comfortable conditions while the children are going to and from school.
5. The assurance that the children will be protected from the danger of those offenses to decency and good morals so common on the road going to and from school.
6. The only means of having their children make progress in their studies after they have reached the proficiency generally acquired at thirteen years of age. The natural living place for children between thirteen and sixteen years of age is the home under parental restraint, guidance and training.
7. It makes the farm home an ideal place in which to bring up children, giving them modern advantages amid rural surroundings.
8. The typical consolidated school is thoroughly a democratic institution, giving to the child of the wage earner, land

renter and the land owner equal educational advantages, both for elementary and high school instruction; it brings an efficient high school—the people's college—within easy reach of every child's door within the jurisdiction of the consolidated school.

(5) BENEFITS TO THE COMMUNITY

1. It equalizes the cost of schooling, making it no more per capita for an outlying, thinly populated district than for any other.

2. Greater economy in the expenditures for school repairs, fuel, insurance; greater economy in apparatus and library, as needless duplication is prevented.

3. It eliminates illiteracy on the one hand and on the other false views of city life so commonly imbibed by country children, thus rationalizing emigration from country to city.

4. It brings to the people of a larger area a certain community feeling, certain companionship and charity which would otherwise hardly be possible. Sectarian and political differences are not so noticeable and the people become better acquainted.

5. It stimulates, broadens and deepens public interest in school.

6. It holds those already there and brings to the community the most intelligent class of farmers, who contribute to the efficiency and attractiveness of country life.

7. It guarantees to the community a permanent and a higher type of social and intellectual leadership, because the most efficient and experienced teachers can be employed and retained.

8. Better roads, as parents will not permit children to be taken to school over poor roads in a public conveyance. It will thus give the farmer better facilities for hauling his produce.

9. It increases property values as a whole, for those who care to sell, and it broadens and enriches life for those who stay.

10. It makes compliance with a compulsory attendance law practicable and justifiable.

11. "Transportation makes it easier to maintain a quarantine in case of disease and prevents the spread of contagion."

12. The typical consolidated school in which public transportation is employed, being enabled to provide the country child with educational advantages equal to those enjoyed by the most favored city child, guarantees to the community a continual development of a higher type of citizenship, guarantees a continual development of a higher type of industrial, social and intellectual efficiency.

## RICH SQUARE HIGH SCHOOL TO HAVE A DORMITORY

(From *The Roanoke-Chowan Times*, of Sept. 21, 1911)

The trustees of the Rich Square State High School have a serious problem before them. The school has grown beyond the expectations of the most optimistic when it was established, and now the board is confronted with the task of building a dormitory to provide for the increasing number of students living at a distance who desire to come here to school, and they have not sufficient funds, and no suitable site on which to erect the building. The present school site comprises about three and three-quarter acres but it is so situated that there is no good place on which to erect a dormitory. The school also needs more land for use in teaching agriculture.

Before returning to Norfolk last week Mrs. Etheridge gave an option for thirty days on her ten acres of land situated in front of the Baptist church and adjoining the school property for about a hundred yards on the back. It is desired to purchase this property for the school and erect a dormitory in front of the Baptist church so that the principal and a part or all of the other teachers can board in the dormitory with the boarding students. This would be an ideal arrangement. Students who come here from a distance would be under the personal care of the teachers at all times.

The trustees desire the advice, consent and help of all the patrons and friends of the school in this matter. The time is short in which to close the deal. If we fail to secure this property there will remain but little hope of ever securing a sufficient quantity of land for the urgent needs of the school. Mrs. Etheridge offers good terms. She prefers the property used for this purpose and for this reason offers the land at a reasonable price and on easy terms. A meeting of all the friends of the school is called for Friday, September 29th, for the purpose of discussing this matter and deciding upon some action. The school will provide a short program of entertainment for this occasion and it is hoped that all living within the district, at least, will come out. If the

property is bought there will be much work to be done improving the property. Dilapidated buildings will have to be removed, the barn and stalls repaired and enlarged so that those who drive here every morning will have a place for their horses, and much other work is to be done. Those who do not feel able to help with money may feel like offering to do some work.

This meeting will mark a crisis in the growth and prosperity of Rich Square and the surrounding country. If it is decided to purchase the property and erect a suitable dormitory building on it every lot and every acre of land in the town and country for miles around will be enhanced in value. It will attract more good people to our town and vicinity, enlarge the usefulness of our churches and help us in a hundred ways. Come out on Friday, Sept. 29th, and tell the trustees what you think ought to be done. The property, if purchased, will belong to each individual living within the district, and it is desired that you have a part in the transaction. A portion of the land, as stated above, will be used for practical lessons in agriculture, for demonstration work.

[An enthusiastic meeting was held on September 29th, when provision was made to purchase the land and build a large dormitory. The trustees hope to have this ready by the opening of the session next September.—EDITOR.]



**NOTES AND COMMENTS****CHANGES AMONG THE CITY SUPERINTENDENTS DURING  
THE SUMMER**

Hendersonville: Mr. R. M. Ivins, superintendent at Hendersonville for nine years, goes to Gaffney, S. C., as superintendent, and is succeeded at Hendersonville by Mr. W. H. Cale, formerly of Ayden.

High Point: Mr. Harry Howell has accepted a position with Messrs. Silver, Burdette & Co., as their representative in the Carolinas. He is succeeded as superintendent at High Point by Mr. Thornwell Haynes, of Central, S. C.

Kinston: Mr. Bruce Craven has resigned the superintendency at Kinston and has settled at North Wilkesboro for the practice of law. Mr. S. B. Underwood, recently Headmaster of Trinity Park School, succeeds Mr. Craven at Kinston.

Lenoir: Mr. E. C. Ruffin, Principal of the Rich Square Public High School for the past two years, has become superintendent at Lenoir, succeeding Mr. John L. Harris, who has gone to Rocky Mount as superintendent.

Marion: Mr. I. C. Griffin, formerly superintendent of the Salisbury schools, but for the past two years instructor in the Cullowhee Normal School, has succeeded Mr. J. T. Jones as superintendent of the Marion schools. Mr. Jones goes to Rutherford College.

Monroe: Mr. A. G. Randolph, formerly Principal of one of the city schools of Charlotte, succeeds Mr. L. P. Wilson as superintendent of the Monroe schools.

Mt. Airy: Mr. Ira T. Turlington, formerly superintendent of Smithfield schools, succeeds Mr. J. T. Spears as superintendent at Mt. Airy.

North Wilkesboro: Mr. E. C. Willis, formerly Principal of the Kinston City High School, succeeds Mr. W. G. Coltrane as superintendent at North Wilkesboro.

Reidsville: Mr. T. Wingate Andrews, for the past two years superintendent of the schools of Orange county, goes to the superintendency of the Reidsville schools, succeeding Mr. S. G. Harden, who has been elected to the chair of Latin in a college in South Carolina.

Rocky Mount: Supt. John L. Harris, of Lenoir, succeeds Superintendent Z. D. McWhorter at Rocky Mount.

Roxboro: Mr. R. H. Burns, of Roxboro, has gone into the insurance business, and is succeeded as superintendent by Mr. A. B. Stalvey, formerly Principal of the Pittsboro Public High School.

Smithfield: Mr. A. Vermont succeeds Mr. Ira T. Turlington as superintendent at Smithfield. Mr. Vermont was Principal at Smithfield last year.

#### PUBLIC HIGH SCHOOLS MUST RUN AT LEAST SEVEN MONTHS

Some of the public high school committeemen seem to be slow to learn that all public high schools must run for *at least seven months*, or they are not entitled to receive State funds. It is true that the minimum length of term stated in the public high school law is five months. But this same law says, Section 10: "The State Board of Education shall have the power to fix such rules and regulations in accordance with the provisions of this act as may be necessary for the proper distribution of this fund [the appropriation for public high schools]. In accordance with the foregoing, the State Board of Education adopted, on April 17th, 1907, the following as one of its Rules and Regulations: *The term of every public high school receiving aid under this act shall be not less than twenty-eight weeks.*

#### A CHARM IN THE RURAL HIGH SCHOOL WORK

A progressive young school man who has left the public high school work to become superintendent in one of the larger towns writes: "My work is progressing very well. The people are very loyal to their school. There is a charm, however, in the rural high school work in North Carolina that appeals to me. It is *the* movement for our State."

In reply to the general question: "Do high school committeemen take an active and intelligent interest in the work and in the management of the high school?" one principal writes: "Although it is a severe arraignment of them, I should say that they do not, and for the same reason that the average negro would not take an intelligent interest in the work of a specialist who was treating him. They do not understand conditions facing the pedagogue and often attempt to dictate to the detriment of their own interests."

#### HIGH SCHOOLS ISSUING CATALOGUES

Many of the public high schools have this year issued attractive catalogues and announcements. Every one should do so. Among those that have been received the following high schools are represented: Cary, Jamestown, Pleasant Garden, Lumber Bridge, Dover, Briscoe, Farmer, Liberty, Morven, Trinity, Pikeville, Churchland, Hominy Valley, and Winecoff. Other high schools issuing catalogues or announcements are requested to send copies to the State High School Inspector, N. W. Walker, Chapel Hill, N. C. Principals contemplating getting out catalogues would do well to write to the schools above for copies of theirs. They would thereby get many helpful suggestions.

#### NEW COUNTY SUPERINTENDENTS

Alamance: J. B. Robertson, Graham.  
Anson: J. C. Crawford, Wadesboro.  
Ashe: C. M. Dickson, Grassy Creek.  
Avery: W. M. Francum, Elk Park.  
Bladen: W. I. Shaw, Ivanhoe, R. 2.  
Burke: T. L. Sigmon, Connelly Springs.  
Clay: T. C. Scroggs, Brasstown.  
Dare: A. W. Price, Manteo.  
Hoke: J. A. McGoogan, Raeford.  
Jackson: David H. Brown, Webster.  
Jones: John R. Barker, Trenton.  
Nash: S. F. Austin, Nashville.  
Orange: S. P. Lockhart, Hillsboro.  
Pasquotank: W. M. Hinton, Elizabeth City.  
Surry: W. M. Cundiff, Siloam.  
Warren: H. F. Jones, Warrenton.  
Washington: John W. Darden, Plymouth.  
Yadkin: W. D. Martin, East Bend.









